

**USING GROUP DISCUSSION TASKS TO IMPROVE THE
ENGLISH SPEAKING LEARNING PROCESS OF GRADE XI
STUDENTS OF MA AL-IAHAH PLAYEN GUNUNG KIDUL
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree of English Education



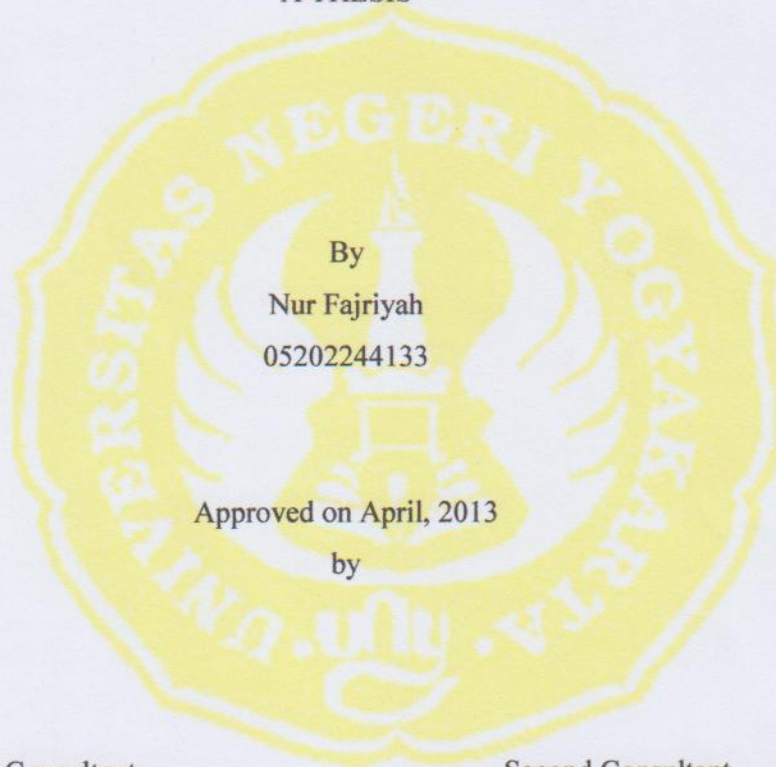
By
Nur Fajriyah
05202244133

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL SHEET

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IN THE ACADEMIC YEAR OF 2012/2013

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By
Nur Fajriyah
05202244133

Approved on April, 2013
by

First Consultant

Joko Priyana, Ph.D

NIP. 19650122 199001 1 001

Second Consultant

Nur Hidayanto PSP, M.Pd

NIP. 19821122 200604 1 001

RATIFICATION

**USING DISCUSSION TASKS TO IMPROVE THE ENGLISH SPEAKING
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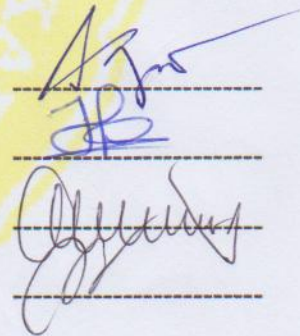
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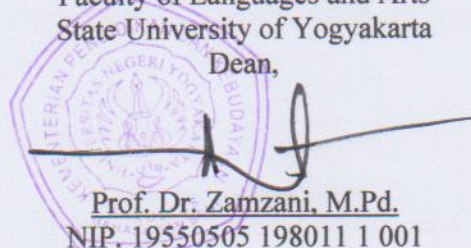
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Yogyakarta, April 2013
Faculty of Languages and Arts
State University of Yogyakarta
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Nur Fajriyah
NIM : 05202244133
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Thesis :

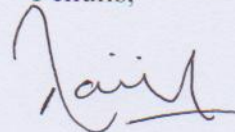
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Penulis,



Nur Fajriyah

NIM: 05202244133

This thesis is dedicated to;
my amazing mother,
my beloved father,
my hilarious sisters,
my gorgeous brothers,
my dearest husband and son (to be).
You are all my greatest rewards. Thanks for always standing
by my side and trusting me to be who I am.

Mottos

Truly, my prayer and my sacrifice, my life and my death, are (all) for Allah, the cherisher of the world (Al-An'am:162).

So, which of the favors of your Lord would you deny? (Ar-Rahman:13)

Life is like riding a bicycle-in order to keep your balance; you must keep moving
(Albert Einstein)

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I realize that this thesis is far from being perfect. Therefore, I would like to welcome all criticism and suggestion from those who are concerned with such a topic. Nevertheless, I hope that at least it will be useful to the students partucularly those in English Education department of UNY and it will contribute to the quality improvement of teaching and learning in general.

Nur Fajriyah

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05202244133

ABSTRACT

The study is action research aimed at improving the English speaking learning process in class XI at MA Al-Ianah through group discussion tasks.

The actions were implemented in two cycles involving the researcher, the headmaster, the English teacher and also the students of class XI. The data were obtained from the observations, interviews with students, discussion with the English teacher, and questionnaire. Those were in the form of field notes, interview transcript, and questionnaire.

The result of this study shows an improvement in the speaking learning process after the action. The actions applied effectively improved the English speaking learning process. Those activities were using classroom English in the speaking learning process and using group discussion tasks to improve the speaking learning process and to encourage students' motivation. The improvement could be seen from the indicator that in the speaking learning process students were more active in answering and asking questions, students were more motivated in joining the lesson and also students were enthusiastic in speaking English during the class. It is concluded that group discussion tasks are effective to improve the English speaking learning process at MA Al-Ianah Playen Gunung Kidul.

CHAPTER I

INTRODUCTION

A. Background of the Study

English language's position in Indonesia is as a foreign language. It is included in Indonesian curriculum considering the importance of the English language nowadays. Even it becomes a compulsory subject to be taught from elementary school to university. In Indonesian curriculum there are four major skills which have to be taught in the English teaching and learning process. Those are listening, speaking, reading and writing.

In SMA (Senior High School) students, the aim of English teaching is to facilitate students to communicate with the target language in the level of informational literacy. It means that the students have to be able to access the knowledge with the target language. Moreover, the Indonesian students have to be able to communicate in English in daily life in both spoken and written language. Thus, to achieve the communicative competence, English teaching has to cover four main skills, namely listening, speaking, reading, and writing.

Meanwhile, most of the Indonesian students are shy and reluctant to speak. When the students are asked to practice or perform the activity in front of the class, they are reluctant to do it. They are afraid of making mistakes. In addition, during the English lesson, they use their mother tongue or Indonesian, so they do not practice the English they have learnt. Therefore, their speaking ability is still poor. They can speak neither fluently nor accurately. They make many

mispronunciations. However, most of the teachers do not correct the students' pronunciation.

In addition, the activities during the English lesson seem to be boring and less interactive. Therefore, it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly use individual and pair work. They rarely use group work which can improve the students' participation in the class. When the students work individually, they cannot practice the language function they have learnt and it means that there is no communication among the students.

Based on that research, the researcher was interested to hold an interview with the English teacher and the students and observed the English teaching and learning process in MA Al-Ianah Playen. The researcher interviewed the English teacher and the students in that school. The teacher said that from those four basic skills, speaking was the most difficult skill to be mastered by the students. They were able to write, read and listen but if the teacher asked them to speak, the students preferred keeping silent. The teacher also uttered that there were some factors that influenced students' learning speaking development. Less motivation of learning English, self confidence, psychological condition and limited support facilities became the causal factors.

The students, in fact, had the same vision as the teacher that speaking was the most difficult language skill on learning English. According to the students,

some factors which made learning English speaking difficult were boring explanation, their thought of English as a difficult subject, monotonous and uninteresting English speaking teaching and learning process, and also students' lack of confidence to speak English.

The result of interview was the same with the reality in the field. In the observation of teaching and learning process, the researcher found that the English teaching and learning process in MA Al-Ianah Playen was lack of media, silent and seemed monotonous. The media which were used by the teacher was text-book and the activities were not attracting students to follow the lesson. In fact, to reach the English teaching, especially in teaching speaking skills purposes the class must be interesting, attractive, contextual, and it will be better to use discussion tasks to support the teaching and learning process.

B. Identification of the problem

Based on the observation and interview there were some problems related to the teaching learning process found in MA Al-Ianah. There are two kinds of problems, internal problem that come from the students and external problems that come from the teacher, and also the activities and media. The identifications of the problems are as follows:

The first problem is internal problem related to the students. Most of Grade XI students of MA Al-Ianah Playen Gunung Kidul have low speaking ability. The students consider English as a difficult subject and speaking is one of the difficult skills to be acquired. Most of them are not actively engaged in the speaking

lesson. Besides, when they are asked to speak, they are shy. They are not really interested and motivated in the speaking lesson. Most of the Indonesian students are reluctant to speak in English. During the lesson, they use Bahasa Indonesia instead of English. Meanwhile, when they speak English, they are still interfered or dominated by the rules of Bahasa Indonesia. Hence, they cannot speak fluently and accurately. In addition to that, based on the observations the researcher had done in MA Al-Ianah Playen Gunung Kidul, most of the students are reluctant and shy when they are asked to speak English or perform a conversation. Besides, they also lack English vocabulary so that they do not know the meaning of English words and sentences. And they are asked to speak English, they cannot pronounce the English words appropriately.

The next is external problem that comes from the teacher. This problem focuses on the English teacher's use of teaching techniques. A teacher is a model for the students. Most of the learners imitate what their teacher does. Therefore, a good teacher will be a good model in class. On the other hand, without having the competence a teacher will be a bad model for his/ her students. There are some problems related to the English teacher in the school. First, the method used by the teacher in the classroom was teacher-centered. The teacher explained all the time and the students did not pay attention to the teacher's explanation. That is why the teacher has to explore more and more to get the students' attention, because a monotonous classroom interaction make the students bored. For example: the teacher asked the students to perform in front of the class one by one, it makes the students nervous and bored because they have limited

vocabulary. Second, the teacher focused her teaching on the LKS, and the speaking activities are very limited. Third, the teacher can not manage her class well. As the result, the students made a noise and did not pay attention to the teacher's explanation.

The second external problem is concerned with the facilities. The researcher found that the facilities at MA Al- Ianah Playen Gunung Kidul were very limited. The teacher also rarely used the limited facilities that are available in that school so that it makes the situation during the teaching learning process not so well. Whereas, facilities are needed in the teaching learning process, such as, charts, diagrams, map, laboratory tools and visual aids are very helpful in classroom teaching.

Meanwhile, the last external problem comes from the activities and media. The teacher rarely uses activities that can motivate the students to speak English. The activities implemented by the teacher are sometimes not interactive. He mostly uses individual practice so that the interaction between students is very limited. The activities during the English teaching and learning process seem to be teacher-centered. Besides, he seldom uses media to make the students interested in joining the lesson. He seldom uses pictures, cards, and other media that can be used as additional teaching resources in class. On the other hand, discussion tasks are very important in the English teaching and learning process since the objective of the learning is to create real communication. It is because discussion task matches with learning process for students in Senior High School. Moreover, discussion task really involve students' interaction because the students are mostly

asked to work in groups. Therefore, the researcher tries to implement these activities in the speaking teaching and learning process in order to improve the students' speaking ability and involvement.

C. Limitation of the Problem

Based on the identification of the problems, there are various problems found in the teaching and learning process in grade XI of MA Al-Ianah Playen, Gunung Kidul Yogyakarta. To make it more effective, this action research will be limited to the manageable problems related to speaking learning process. This study focuses only on one element of language teaching and learning process, namely improving the English speaking learning process.

D. Formulation of the problem

The problem of this study is formulated as follows: “How could group discussion tasks be implemented to improve the speaking learning process of grade XI students of MA Al-Ianah Playen Gunung Kidul in the academic year of 2012/2013?”.

E. Objective of the research

Based on the formulation of the problem, the objective of this research is the implementation of group discussion tasks to improve the English speaking learning process of grade XI students of MA Al-Ianah Playen Gunung Kidul in the academic year of 2012/2013.

F. Significance of the research

The finding of this research is expected to give some theoretical and practical advantages.

1. Theoretically, this research provides beneficial and referential contributions in giving general knowledge of the way to improve the students' speaking ability.
2. Practically, the result of this research is beneficial:
 - a. For the students, the first, this research can improve the speaking learning process by doing discussion tasks. Second, this research can develop their knowledge of speaking skills. Third, this research can give the students an ideal idea in learning speaking and help the students enhance their vocabulary.
 - b. For the English teacher and prospective candidates, this research can improve speaking learning process by doing discussions tasks. The teacher is motivated to apply many strategies which are effective to support the learning process, especially for speaking. It makes the teacher more creative and innovative.
 - c. For the principal of MA Al-Ianah Playen Gunung Kidul, this research will help him improve his understanding about EFL learning processes. Such understanding will encourage him to facilitate all the necessary requirements to improve the EFL learning processes.
 - d. For the researcher, the research can give her practice in developing her knowledge and skills in problem-solving processes

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents a review of theories and the conceptual framework underlying the study. These theories are presented in three headings: speaking, teaching speaking, and group discussion tasks.

A. Literature Review

1. Speaking

This sub-chapter describes important matters concerning speaking. They are presented in four sub-headings. They are definitions of speaking, aspects of speaking skill, and types of spoken activities.

a. Definition of Speaking

Cameron (2001: 40) mentions that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meanings accurately and precisely, and needs to organize the discourse so that a listener will understand.

Thornbury (2001) states that speaking is interactive and require the ability to cooperate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Further, he adds the nature of speaking

process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

In addition, Finnochiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sounds well by changing the positions of lips, jaws and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses.

Harmer (2001: 46) states that speaking happens when two people are communicating to each other; it is fairly clear that they are doing so for good reasons. Their reasons may be that they want to say something, they have some communication purposes, and they select from their language store.

Clark and Clark (1997: 4) state that speaking and listening are particularly important to psychologists, for they are mental activities that hold clues to the very nature of human mind. In speaking, people put ideas into words, talking

about perception, feelings and intention that they want other people to grasp. Speaking is fundamentally an instrumental act. Speakers talk in order to have their listeners to do something. They assert things to change their state of knowledge. They ask them questions to get them to provide information. The speakers request things to get the listeners to do things for them. If the listeners are able to do what the speakers wants, it means that communication is done well.

b. The Nature of Speaking

The nature of speaking as well as the factors involved in producing fluent and appropriate speech needs to be understood. Brown and Yule (in Nunan, 1989: 27) say that there is a useful distinction between two basic language functions. These are the transactional function and the interactional function. The transactional function is primarily concerned with the transfer of information, while the interactional function is the maintenance of social relationships. Another basic distinction considering the development of speaking skills is between monologue and dialogue. The ability which gives an uninterrupted oral presentation is quite different from interacting with one or more other speakers for transactional and interactional purposes. The skill generally has to be learned and practised.

c. The Elements of Speaking

There are some elements of speaking skills. The elements of speaking skills according to Harmer (2001: 269-271) are presented below.

1) Language Features

The first element is the connected speech. The effective speakers of English need not only to produce the individual phonemes of English, but also to use fluent connected speech sounds which are modified (assimilation), omitted (elision), added (linking r) or weakened (through contractions and stress patterning).

The second element is the expressive device. The native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they feel in the face-to-face interaction. The use of these devices contributes to the ability to convey meanings.

The third elements are lexis and grammar. The spontaneous speech is marked by using a number of common lexical phrases, especially in the performance of certain language functions. The teacher should supply a variety of phrases for different functions, for example expressing surprise, like and dislike, sympathy, greeting, complementing, congratulating, and others.

The fourth element is language negotiation. The language negotiation benefits for the effective speaking. It is used to seek the clarification and to show the structure of something talked about.

2) Mental/Social Processing

The first element that includes the mental/social processing is language processing. The speakers need not only to be able to process language in their

head and put it into the coherent order, but also to be able to convey the meanings intended.

The second element is interacting with others. Effective speaking involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow the others because most of the speaking involves interaction with one or more participants.

The third element is information processing. The speakers need to be able to process the information of the other speakers' talk. The speakers should remember that the instant responses are culturally unique.

d. The Characteristics of Spoken Language

There are many characteristics of spoken language. Brown (2001: 270) mentions eight characteristics of spoken language that can make oral performance easy, in some cases difficult. They are presented below.

1) Clustering

Clustering means that the fluent speech is phrasal and not word-by-word.

2) Redundancy

Redundancy means that the speaker has an opportunity to make meaning clearer through the redundancy of the language.

3) Reduced Forms

The forms of the special problem in teaching spoken English are contraction elision, reduced vowels and others.

4) Performance Variables

Students can actually be taught how to pause and hesitate. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language.

The speakers are reasonably well acquainted with the words, idioms, and phrases of colloquial language practicing their speaking.

6) Rate of Delivery

One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

Stress, rhythm, and intonation are the important characteristics of English pronunciation because they convey important messages.

8) Interaction

Interaction is learning to produce waves of language in the creativity of conversational negotiation. The interactional function of language serves to ensure social maintenance.

2. Teaching Speaking

a. The Teaching of Speaking

Spoken language is different from written language. In spoken language, Hughes (2003: 113) states that the teaching and learning of speaking is the

development of the ability to interact successfully in the language and this involves comprehension as well as production.

Brown (2001: 271) says that in teaching oral communication, there is an importance of focusing on both the forms and the functions of language. So, teachers need to show the details of how to convey and negotiate the ever-elusive meaning of language.

According to Brown (2001: 271), there are six categories applied to the kinds of oral production that students are expected to carry out in the classroom.

a. Imitative

Imitation in this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of the language form.

b. Intensive

Intensive speaking is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can form a part of some pair work activities, where learners are going over certain forms of language.

c. Responsive

Responsiveness is short replies to teachers or students' initiated questions or comments. These replies are usually sufficient and do not extend into the dialogues.

d. Transactional (dialogue)

The transactional language carries out for the purpose of conveying or exchanging specific information. It is an extended form of the responsive language.

e. Interpersonal (dialogue)

The interpersonal dialogue carries out for the purpose of maintaining social relationships better than for the transmission of facts and information.

f. Extensive (monologue)

Extensive monologue is given to students at the advanced levels. It is the form in the oral reports, summaries, or perhaps short speeches. These monologues can be planned or unplanned.

b. Teacher's Roles in The Speaking Lesson

There are three teacher's roles in the speaking lesson as Harmer (2007: 347-348) states. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001a). The second role is as a participant. The teacher acts as a participant when she/he participates in

discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001a). The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

On the other hand, Riddell (2003) proposes teacher's roles in a speaking lesson based on the learning cycles—before, during, and after the lesson. Before the speaking lesson, the teacher should know the aims of the activity. Besides, the teacher should choose activities that are suitable for the students' levels and interests, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems the teacher and students might have. Meanwhile, before the lesson, the teacher should give very clear instructions with an example of the activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about. Then, the next role is as the monitor of the activity which is done during the speaking lesson. The teacher should monitor the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and that a group does not finish the work far too quickly. However, the teacher is not monitoring in order to join in, and

she/he is not monitoring to interrupt with error correction. Then, after the speaking lesson, the teacher should give feedback. She/he can select certain students to give some feedback to share some of what she/he has talked about.

c. Approach To The Teaching of Speaking

There are several approaches to the teaching of speaking. Thornbury (2005) proposes two kinds of approaches to teach speaking which are task-based and genre-based approaches. Task-based approach is an approach that foregrounds the performance of the tasks and the focal attention is on the linguistic component of the task. This approach is motivated by the belief that language is best learned by using it, rather than learned and used it. In addition, Willis in Thornbury (2005) argues that task-based approach is based on the belief that out of fluency comes accuracy and that learning is prompted and developed by the need to communicate.

On the other hand, in the genre-based approach which is to replace the task-based approach is aimed at providing the real uses of a language in a social context. Such uses can be given by establishing the social purpose and cultural context of the genre. Here, the text or genre can be in written or spoken mode. Then, it may be followed by giving the presentation and analysis of a typical example before the students attempt to create their own example.

Dealing with the genre-based approach, Feez and Joyce (1998) in Richards (2006) describe the phases of the approach. The first phase is building the context in which the students are introduced to the social context of an authentic

model of the text type being learned, explore features of the general cultural contexts in which the text type is used and the social purposes the text type achieves, and explore the immediate contexts of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learners' needs. These context-building activities can be provided by presenting the context through pictures, audiovisual materials, regalia, excursions, field trips guest speakers; establishing the social purpose through discussions or surveys; giving cross-cultural activities, such as comparing differences in the use of the text in two cultures; and comparing the model text with other texts of the same or a contrasting type, e.g., comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase which is called modeling and deconstructing the text, the students are asked to investigate the structural patterns and language features of the model and compare the model with other examples of the same text type. This phase can be undertaken at the whole text, clause, and expression levels.

The third phase is joint construction of the text. In this phase, the students begin to contribute to the construction of whole examples of the text type whereas the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently. There are some activities that can be used in this phase such as the teachers questioning, discussing and editing whole class construction, then scribing onto board or overhead transparency, skeleton

texts, jigsaw and information gap activities, small-group construction of tests, dictogloss, and self-assessment and or peer assessment activities.

The fourth phase is independent construction of the text. In this phase, the students work independently with the text in which their work will be used for achievement assessment. The activities that can be included in this phase are a) listening tasks, e.g., comprehension activities in response to live or recorded material, such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, b) listening and speaking tasks, e.g., role plays, simulated or authentic dialogs, c) speaking tasks, e.g., spoken presentation to class, community organization, or workplace, d) reading tasks, e.g., comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, and e) writing tasks which demand that students draft and present the whole texts.

The last phase is called linking to related texts. In this phase, students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar context, future or past cycles of teaching and learning, and activities which link the text type to related texts, such as a) comparing the use of the text type across different fields, b) researching other text types used in the same field, c) role-playing what happens if the same text type is used by people with different roles and relationships, d) comparing spoken and written modes of the

same text type, and e) researching how a key language feature used in this text type is used in other text types.

In addition, Harmer (2001a) proposes communicative language teaching as one of approaches to the teaching of speaking. This approach comes from many beliefs on language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, the students have to be aware of the need for appropriateness or the formality of the language when they talk to others. Moreover, this approach puts attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. Lastly, the important point of this approach is that language is learned not only by knowing it but also by using it to communicate.

d. Feedback in Speaking

Correcting the students' speaking mistakes is important (Harmer, 2001a). However, there are some delicate decisions on how to give feedback on the students' speaking mistakes when the activities are focusing on the content, not on the language form (Thornbury, 2005). There are some ways that can be used by the teacher in giving feedback. Commonly, the teacher gives the feedback directly on the students' mispronounced words when the students are doing the repetition task. However, when the students are doing conversation/discussion activity, the teacher cannot correct their mistakes because it can destroy the flow of the conversation/discussion and the students will lose the point of the activity. In

addition, Thornbury (2005) argues that interrupting the students with the teacher's correction when they are doing speaking activities can make them lose experience of self-autonomy. Besides, it can inhibit the fluency of the students by forcing them to focus on the accuracy.

On the other hand, the teacher has to watch and listen while speaking activities are taking place. She/he should note down the students' mistakes that are important to be corrected. When the activity has finished, the teacher then asks the students about the correct form of their mistakes before giving the teachers' own feedback. Moreover, the teacher has not to point out on a single student's mistake but she/he has to cover all mistakes that the students have made. Overall, there are no hard and fast rules about correcting students' mistakes. However, the general principle of watching and listening so that the teacher can give feedback later is usually much more appropriate (Harmer, 2001).

e. Assessing Speaking

Commonly, there are two ways to assess students' speaking ability (Thornbury, 2005). The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis of an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informal testing of progress. Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take a variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all

categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

Meanwhile, assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teacher can get the students' progress or achievement on the language has been learned. However, it should be noted that testing speaking is not the same as testing grammar. Therefore, it is important to know some aspects of assessing students' speaking ability (Thornbury, 2005). These aspects are used when the teacher applies analytic scoring. The first aspects are grammar and vocabulary. In these first aspects, the students are assessed through the accuracy and appropriateness use of syntactic form and vocabulary in order to meet the task requirement at each level. Besides, they are also assessed through the range and appropriate use of vocabulary. The second aspect is discourse management. Discourse management deals with the ability to express ideas and opinion in coherent and connected speech. Also, the students' ability to maintain a coherent flow of language with an appropriate range of linguistics resources over several utterances is also assessed. The third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is interactive communication. This aspect deals with the students' ability to interact with the other students by initiating and responding appropriately. It also includes the ability to use functional language and strategies to maintain or repair interaction.

Meanwhile, there are several spoken test types which are commonly used; interview, role play, live monolog, recorded monolog, and collaborative task and discussion.

On the other hand, Luoma (2004) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the performances. She claims that the development and use of speaking test is a cyclical process in which it begins with a need for speaking scores and ends with the use of the scores. In addition, she states that before making the rating scale, the examiner (the teacher) usually makes a test development process and a two-step testing process. In the two-step testing process, the test is first administered and then scored. The administration is an interaction between the students and other students to complete the tasks, and it produces the test discourse. Then, the rating is an interaction between the teacher as the rater, the criteria and the performances included in the test discourse to produced the scores.

Regarding those two ways in assessing the students' speaking ability proposed by Thorn bury (2005) and Louma (2004), the researcher proposes to incorporate the analytic scoring with the rating scale. The analytic scoring can be combined with the rating scale so that it is more detail in giving the students' speaking assessment. The criteria or aspects of the assessment can be the same as Thornbury's criteria, such as grammar, vocabulary, fluency, and pronunciation. Meanwhile, the rating scale can be used in each criterion so that the assessment criteria become more detailed. By combining the analytic scoring and rating scale

techniques, the process of assessing the students' speaking ability will be more detailed and easier.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teacher should provide learners with opportunities for meaningful communicative behavior about relevant topics. This requires the teacher to give guidance for the learner's needs. The learner will learn how to communicate verbally and nonverbally as their language skill developing. Consequently, the exchange of messages will enable the learner to create discourse that conveys their intentions in real life communication. Furthermore, in EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effectiveness, it is necessary for teacher of EFL to carefully examine the factors that underlie speaking effectiveness. It will gradually help learners speak fluently and appropriately.

3. Teaching Speaking for MA Students

Indonesia had implemented School-Based Curriculum since the academic year of 2006/2007. The School-Based Curriculum is defined as an operational curriculum which is developed and implemented in each school (*Badan Standar Nasional Pendidikan (BSNP). 2006*). It also contains some ways as a manual to develop learning activities in order to achieve some specific educational purposes. The point of the School-Based curriculum is it is developed by the school, relied on the school's

potential and characteristics, social and culture of the communities' and learners' characteristics.

The purpose of the School-Based Curriculum, an English lesson for the senior high school (SMA/MA) in Indonesia is to develop communicative competence in spoken and written English through the development of the related skills. So, the school graduates are expected to reach the informational level, meaning that the communicative competence they got in the English teaching and learning process will be able to support their next study level through the ability of the English communicative competence.

The School-Based Curriculum is developed by the school based on *BSNP* which contains eight national education standards. Two of them are the Standard of Content and the Standard of Graduate Competency that become the main reference for each school in developing the School- Based Curriculum. The Standard of Content covers teaching materials which consists of the Standard of Competency and the Basic Competency. Those are developed based on the guidance of the Board of National Educational Standard (*BSNP*, 2006).

Standard of Content includes the materials and the competency in a certain type and level of education (The Government Regulation No. 19/2005, Article 5). Furthermore it contains the basic principle and the structure of the curriculum, the

Standard of Competency and the Basic Competency of every subject in each semester in every type and level of basic and secondary education.

Related to the Standard of content, in this case the Standard of Competency and the Basic Competency which the research focus on are the Standard of Content in the English lesson, particularly the English speaking lesson at eleventh grade of the second semester. It is also limited to the scope of expressing meaning of the sustained and formal transactional and interpersonal conversation in daily life contexts. The Standard of Competency and the Basic Competency are presented in the table below.

Standard of Competency	Basic Competency
<p>9. Expressing meaning of transactional and interpersonal official text and sustained in the context of daily life</p>	<p>9.1 expressing the meaning in transactional (to get things done)and official interpersonal (socializing) and sustained by using various spoken languages accurately, fluently and accepted in daily life context and involving verbal actions, for example: stand point toward something, expressing love and sadness.</p> <p>9.2 expressing the meaning in transactional (to get things done)and official interpersonal (socializing) and sustained by using various spoken languages accurately, fluently and accepted in daily life context and involving verbal actions, for example: expressing shyness, anger, and about upset/grogginess.</p>

<p>10. Expressing meaning of the short functional text and monolog in the form of report, narrative, and analytical exposition in daily life.</p>	<p>10.1 Expressing meaning of formal and informal short functional spoken text accurately, fluently and accepted in the various context of daily life.</p> <p>10.2 Expressing meaning in essay by using various spoken languages accurately, fluently and accepted in daily life context in the form of narrative, spoof and hortatory exposition.</p>
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Table 1. The Standard of Competency and the Basic Competency.

(Adopted from *BSNP*, 2006)

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4. Discussion

a. Definition of Discussion

Gulley (1960: 4) states that discussion occurs when a group with group orientation purposefully interacts orally for enlightenment or policy-determination. If the aim is enlightenment, members systematically define, analyze, and exchange information. When the end is problem solving, members systematically define, analyze, evaluate possible solutions, and attempt to agree upon a high quality decision to which all or the majority will be committed.

On the other hand, Nio (1980: 4) states that discussion is a process of involving two or more individuals to interact orally and face-to-face about identified purposes through sharing ideas and information to solve problems. Tarigan (1990: 36) assumes

that basically, discussion is a method to find problem solving of a problem by working and thinking together in a group. He adds that therefore, discussion means a cooperative or coordinative activity that contains basic procedures that should be followed by all discussion members.

With regard to the language teaching, Brown (2001) states that discussion is one of the techniques used in language teaching. Furthermore, in teaching speaking or teaching oral communication, discussion belongs to one of the activities to promote teaching speaking in the classroom (Kayi, 2006).

Murcia (2001: 106) argues that discussion is probably the most commonly used activity in the oral skill class. This activity gives students opportunities to practice their oral communication. However, there are some problems in the implementation of this activity in the classroom, such as large class size, students' level of proficiency, and time constraints (Green, Christopher, Lam in Richard and Renandya, 2002:225). Therefore, it is difficult for teacher to attempt to use this activity in the big class such as the one in the formal class today although it is an effective activity that can promote the students to practice their oral communication. Parera (1987: 183) adds that discussion is one of techniques to speak fluently. It is an effective activity to develop the students' speaking ability because in this activity they are encouraged to practice their oral communication.

b. Types of Discussion

Discussion is an activity that is used for various purposes. In language teaching, discussion is divided into some types. There are some types of discussion proposed by Donald and Kneale (2001: 129-131).

1) Brainstorming

Brainstorming is a great way of collecting a range of ideas and opinions and getting a group talking. The process involves everyone calling out points and ideas. Someone keeps a list may be on a flipchart so everyone can see. The points are reordered and arguments are developed through discussions, so that by the end of a session they have been pooled, ordered, and critically discussed.

2) Role play exercises

This may involve the simulation of a meeting, as for example, where a committee discusses the progress of a project. You will prepare a role in advance, not necessarily a role you would agree with personally procedure depends on the type of topic. It may lead to a decision given by the chairman, or a vote from observers.

3) Transactional discussion

This is the term for a dialogue centered on a real-life activity such as buying a rail ticket, ordering a meal, describing an aching tooth to the dentist or making a phone call. It is used regularly in the early stages of language learning, one the students can practice with friends or alone.

4) Debate

The normal format for a debate presupposes that there is a clear issue on which there are polarized opinions. A motion is put forward for discussion. Then there is proposer and opposer making closing speeches in which they can answer points made during the debate.

5) Oppositional discussion

Oppositional discussion is a less formal version of debate, in which each side tries to persuade an audience that a particular case is right and the other is wrong. Students may work in a small group, assembling information from one point of view and then argue your case with another group that has tackled the same topic from another angle. Remember that all the students' arguments need supporting evidence, so keep example handy.

6) Consensual discussion

Consensual discussion involves a group of people with a common purpose pooling their resources to reach an agreement. Demonstrations of good cooperative, discussion skills are rare; most of models of discussion on TV, radio, and in the press are set up as oppositional rather than consensual. Generally students achieve more through discussing topics in a most co-operative spirit and one of the abilities most sought after by employers of graduates is the ability to solve problem through teamwork.

7) Negotiation

Negotiation, coming to an agreement by mutual consent, is another useful business and professional skill one practices and improves negotiation skills in everyday activities like persuading a tutor to extend an essay deadline, getting a landlord to do repairs or persuading someone else to clean the kitchen.

The examples above are the types of discussion that are usually used in a real world. It depends on the purpose of what type students want to use. Every type has its own purposes and rules. Some types are also often used for a competition, for example debate, Role play exercises, Negotiation etc. Those are examples that a discussion is needed in social communication.

c. Stages of Discussion

In the oral class, discussion is implemented as an activity. Green, Christopher, and Lam in Richards and Renandya (2002: 226) propose three stages in the implementation of a classroom discussion.

a) Pre-discussion

In this stage, viable discussion and associated partner groups are formed. Students have found groups of four to be the most appropriate number of participants for fluent interaction. Each group draws up a list of possible discussion topics, deriving principally from their current professional, academic or developmental concerns. Next, a topic for discussion is selected and divided into manageable areas of enquiry for the time available. Responsibility may then be apportioned among

individuals for researching and exploring particular aspects of the topics. If preferred, the whole topic may be researched and thought about by each participant.

b) Discussion

In this stage, the groups discuss the topic while partner groups of observer evaluators monitor the process, using a variety of instruments to record the data. This procedure is described in details later.

c) Post-discussion

In the last step, first there should be peer feedback from the observer evaluators. The teacher may then give feedback on content, intra group dynamics and linguistic appropriateness to groups and individuals. Finally, the groups decide on ways to enrich and extend the topic or, alternatively, to choose a new topic. In conclusion, in a discussion people need to have stages of discussion to create a good discussion. Stages of discussion will make discussion process well organized.

5. Group Discussion

In its implementation, discussion can be divided into 7 types. They are round table discussion (*'diskusi meja bundar'*), group discussion (*'diskusi berkelompok'*), panel discussion (*'diskusi panel'*), symposium (*'symposium'*), colloquium (*'kolokium'*), debate, and fishbowl (Nio, 1980). Group Discussion is a type of discussion that will be used in the English speaking learning process in language class of grade XI of MA Al-Ianah Playen Gunung Kidul.

Implementing group discussion in the program is aimed to organize discussion in large classes which has students with different levels of proficiency, age, and background of education. As stated by Gawer, Phillips, and Waters (1995), group work is one of ways to organize discussion in large classes. Group discussion refers to an activity done by a small group of people which involves communication and exchange information in order to understand and achieve something.

In the pre-discussion in the stage of discussion proposed by Green, Christopher, and Lam in Richards and Renandya (2002), forming the group is the first activity in a discussion. They add that the most appropriate number of students in a group discussion is group of four. Moreover, Gulley (1960: 62) states that discussion occurs only in groups, and cannot be studied systematically without considering the concept of the group. Therefore, group is an important thing in discussion.

However, with regard to the background of the members, the grouping is something that needs to be considered as the first number. Group is the key to the success or failure the discussion will be. Every member of group has accepted their own a common goal, and in the discussion they are attempting to find the way how to get the goal by sharing ideas, thinking together, and doing interaction.

The most natural and effective way for learners to practice talking freely in English is by thinking out some problems or situation together through verbal interchange of ideas, or in simpler terms, to discuss. According to Harmer (2001: 123), discussion is an activity in which students work in a group and they have a subject to talk about and they react to something that is said. It will arouse problems and they try to achieve solutions to the

problem in their talk. This activity involves sharing information, expressing opinions and ideas, agreeing and disagreeing, or reviewing their opinion.

Discussion can be an alternative solution to the problem about how to encourage students to speak, because if they are asked to express themselves in a foreign language, they may find themselves reluctant to do so (Harmer 2001: 123).

In a discussion, students sometimes have nothing to say, no opinions, and they are not prepared to discuss anything. Harmer (2001: 123) further states that part of the problem causing this condition is the approach used by the teacher. If the discussion is on a difficult topic, sometimes students will be reluctant to discuss it in front of their peers in the foreign language. However, a discussion may flow fluently, but it can never be planned.

To make sure that the discussion is fair and polite, a group leader needs to start and conclude the activity as well as pay attention to the time limit, make sure that all group members have an equal chance to participate, keep the discussion on the subject, keep the discussion moving, make sure that all group members can understand each other and summarize the result of discussion (Matthews, 1994: 151).

There are some factors, as Matthews mentioned above, that are required to be considered for they are influencing one another. They have to be gathered to gain excellent teaching learning results. However, discussion is usually related to the term domination, so that in most classes, the most confident students tend to dominate the discussion and the weaker students tend to be less active.

B. Conceptual Framework

Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given sufficient opportunities to practice a target language and produce it in the spoken form (Spratt, Pulverness, & Williams, 2005). They can practice the language in the forms of dialogs, monologs, discussions, games, or role plays (Brown, 2001 and Harmer, 2007). Besides, those practices can be given in controlled, guided, or creative activities (Gower, Philips, & Walters, 1995). Moreover, they have to be able to not only speak fluently in English, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situations (Harmer, 2007). The activities should be presented in communicative ways that acquire to communicate using the target language with other students during the speaking teaching and learning process.

In this research, the researcher tried to improve the speaking learning process of XI grade of MA Al-Ianah Playen Gunung Kidul. In improving the speaking learning process, there should be the characteristics of effective speaking learning process, for example students should be able to know the meaning of the word, forms, and function of the language that is used; students should feel comfortable enough to find the words to express themselves in a real situation; students become familiar and automatic in producing the language. To improve the speaking learning process, the researcher applied one of the teaching speaking techniques that are

communicative activities. In communicative activities, the researcher should use group discussion tasks to improve the speaking learning process. Discussion tasks are an excellent forum for learning to think like a specialist by giving students a chance in a particular field. Group discussion tasks belong to one of the activities to promote teaching speaking in the classroom.

These are some types of group discussion tasks such as, brainstorming, role play exercises, transactional discussion, debate, oppositional discussion, consensual discussion and negotiation. For this research, group discussion tasks could facilitate speaking learning process by giving techniques that can be applied for expressing students' ideas.

Many factors influence the improvement of speaking learning process such as the quality of the teacher, the students' involvement, classroom management, techniques and methods, as well as school surroundings. Through communicative activities, the students are more exposed to the English spoken language and opportunities in practicing the language to communicate with others. A lot of practice will help the development of the students' fluency and accuracy.

To achieve the improvement of the speaking learning process, the researcher has to make the acquired efforts in the action research. First, the researcher observed and identified the problems in the language class of grade ten of MA Al-Ianah Playen Gunung Kidul. Next, considering the possibility of solving the problems in the class, the researcher and the English teacher tried to find action to solve the problems.

Finally the actions were implemented in class and evaluated. Through these actions, it was hoped that students of grade XI of MA Al-Ianah Playen Gunung Kidul would be able to speak English in the speaking learning process.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study is action research. It is a kind of research which is collaboratively conducted to identify what is going on in the classroom, including the techniques, classroom management, curriculum, media, materials and evaluation systems by formulating the problems, planning and carrying out the action, and reflecting on the actions. The two important factors that can influence the success of the study are discussion and collaboration among all participants.

B. Setting of the Research

The action research will be conducted in MA Al-Ianah located in Melati Street, Sumberejo, Ngawu, Playen, Gunung Kidul, Yogyakarta. Physically, MA Al-Ianah has 3 classrooms, library, teacher offices, principal office, mosque, medical room, school hall, canteen and 4 toilets.

C. Subject of the Research

The subjects of this study are students of XI Grade MA Al-Ianah Playen Gunung Kidul. The class has 21 students, consisting of 11 females students and 10 males students. The ages of the students varied from fifteen up to sixteen years old. The English teacher said that all of XI grade students had equal English ability. Most of them come from the lower middle economical background. Almost of them live in the surroundings of the school. Most of their parents are civil servants and farmers and low-educated people.

D. Time of Research

The research will be conducted in the second semester of the academic year 2012/2013. The researcher carried out the action based on the school schedules which are on every Thursday at 10.15-11.45 and Saturday at 08.30-10.00. The whole actions will complete in 6 meetings.

E. Instruments

In order to gain the valid data, the researcher used three instruments which are rubric of the students' speaking performances, observation guideline and in depth interview guideline. The rubric of the students' speaking performances will use to assess the students' speaking ability. It will use in two times, in pre-test and post-test. In those tests, the rubric focuses on 4 aspects that are fluency, accuracy, vocabulary and pronunciation. Each aspect will score 1 to 10 in which every score has different indicator; if score is getting higher, the indicator will be more complicated and vice versa.

Meanwhile, the observations guideline will use in the reconnaissance and action and observation steps. In the reconnaissance step, the observation guideline will use to find out the existing problems. Meanwhile, in the actions and observation steps, the observation guideline will use to see the implementation of the actions. The guidelines cover three main parts which are the opening, the core and the closing of lessons. The opening parts cover the way the teacher greets the students and open the lesson. The core part covers several parts such as the activities during the lesson, the techniques that the teacher used, the students' involvement in the teaching and learning process, and the students' speaking

ability. Then, in the closing part the guideline focuses on the way the teacher review the material and close the lesson. Meanwhile, in the action and observation steps, the points of the observation guideline are almost the same as the guideline in the reconnaissance step but there are some additional points in the core part such as the students' responses toward the activities and techniques that are used by teacher, and students' understanding of the material.

Then, in-depth interview will use in the reconnaissance and reflections steps. In the reconnaissance steps, the in-depth interview guideline will use to find existing problems in the field. Meanwhile, in the reflection steps, it will use to see the students' and collaboration responses to the implementation of the action. In the reconnaissance steps, there are two kinds of in-depth interview guideline, one for interviewing the English teacher and one for interviewing the students. In the interview guideline which is for the teacher, the focuses of the points are teacher's perception of the students' English competency, the students' involvement during the lesson, the techniques and activities the teacher used, the materials also the facilities and media in English teaching and learning. For interviewing the students, the interview guideline focus on the students' perception of the English lesson, the difficulties in learning English and the activities during the English lesson.

There are two kind of in-depth interview guidelines in the reflection step which are for the students as the subjects of the research and collaborator. For interviewing the students, the guideline focus on the students' opinions about the actions, the improvement of their speaking ability and their difficulties during the

activities of the actions. For the collaborator, the points of the interview guideline are the collaborator's opinion about the actions, the conditions of the class, the improvement of the speaking learning process and the students' involvement during the teaching and learning process.

F. Data Collection Procedure

The data collected in this research is qualitative in nature. The researcher use observation, interview and questionnaire as the data collecting procedure. They are in the form of field notes, interview transcript and questionnaire of the teaching-learning process. The data are opinions and ideas of the research. Subsequently the data will be obtained by observing, interviewing and giving questionnaire the students of XI grade, the English teacher and the other teachers to get information concerning the English teaching learning process in that school.

G. Data Analysis Technique

The data will be gained from the action conducted in the field. Afterwards the data will be analyzed from the field notes of observation, interview and questionnaire. Data analysis will be represented by the reflection of the cycles of the research. By doing the reflection, the researcher will have authentic data, which can help her in interpreting the data. To assess the validity and reliability of the data, the researcher followed the criteria proposed by Burn (1999: 161-162). The validity of the research is democratic validity, result validity, process validity, catalytic and dialogic validity.

Democratic validity is related to stakeholders' chances to give their own opinions, ideas, and comments about the implication of the action research. Outcome validity is related to the result achieved by the research. The achievements of the result involve not only problem solving but also appearing new questions in the related research. Catalytic validity is related to how the stakeholders responded to the changes occurring to themselves. The reliability of the data will be gained by genuine data such as field notes, interview transcript and questionnaire. The data are description of opinions, performances and the result of research. Finally, the dialogic validity means that the stakeholders can participate in the process of the research. In the research, the researcher tried to get outcome validity by looking at the result of the action to be performed. The researcher will look at the success and failure.

To avoid subjectivity in analyzing data and get trustworthiness, the researcher used triangulation through interviews and observations. Burns (1999: 163) states that triangulation is a way of arguing if different methods of investigation produce the same result then the data are likely to be valid. Burns also proposes four forms of triangulation. First, time triangulation, data are collected at one point in time or over a period of time to get a sense of what factors are involved in the change process. Second, space triangulation, data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group. Third, investigator triangulation, in this way more than one observer is involved in the same research setting, to avoid the biased interpretation. Finally, theoretical triangulation, data are analyzed from more than

one perspective. The researcher used time triangulation to avoid subjectivity in analyzing data and get trustworthiness.

H. Research Validity and Reliability

Based on Anderson et al. (1994) in Burns (1999), there are five types of validity in action research—democratic, outcome, process, catalytic, and dialogic validity. However, this research has three types of validity. First, this research has dialogic validity since in this research the researcher will have some dialogs with other researcher and did a peer review. Second, to gain process validity, the researcher collected the data by doing observation and note during the research ran means that anything that happened in the teaching and learning process are noted.

Third, this research also has democratic validity since the researcher gave opportunity for the English teacher and the students in the school to give their opinions and responses to the actions. However, outcome and catalytic validity could not be gained by the researcher because they were gained after the research was done. Therefore, the researcher could not manage them.

Meanwhile, to enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, the researcher used triangulation. Burns (1994) in Burns (1999: 163) states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result, then the data is likely to be valid’. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research will be collected over a period of

time in order to identify the factors that are involved in the change process. Then, to get the investigator triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid the biased interpretation. Also, this research has theoretical triangulation since the data will be analyzed from more than one perspective.

Furthermore, in order to ensure the reliability, the researcher used the scores of students' performance tests, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning processes, the researcher will interview the teacher, observe the teaching and learning processes, and interview the students who have just followed the lesson. Moreover, the reliability of the data will be gained by giving the genuine data, such as the students' performance scores, field notes and interview transcripts.

I. Research Procedure

The research use the procedure of Action Research proposed by Kemmis and McTaggart with some modifications. The procedures are as follow:

a. Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school. Moreover, in this step, the researcher found out the information concerning the speaking learning process. The researcher observe the English teaching and learning process and interview the English teacher and the students to identify the existing problem on the speaking learning process. After that, she determined some plans related to the problems on the students' speaking ability.

b. Planning

After doing the observation in the reconnaissance step, then the researcher makes some plans to choose the actions that are feasible to be implemented in the field. In planning the actions, the researcher will work together with the English teacher of grade XI MA Al- Ianah Playen Gunung Kidul. The aim of the actions is to increase the speaking learning process. The action plan will be using communicative activities in the form of discussion task activities.

c. Implementation of Action and Observation

In this step, the teacher implements the actions, while the researcher takes notes in the backside of the class to observe the students' reactions and behaviors during the activities. The researcher also helps the teacher to handle the students' disruptive behaviors. It will be done by approaching the students or giving a warning. For example, when there is a student who walk around the class, the research approaches him and asked him to go back to his seat, etc. Sometimes, the research walk around the class to help the teacher to check the students' work by approaching and facilitating them by giving a problem solution related to the topic.

d. Reflection

Based on the observation, the researcher and teacher make a reflection of the implementation of the action. The reflection will be conducted by interviewing the students and the teacher about their responses to the actions. The reflection will be useful to show the effectiveness of the action conducted in the teaching and learning processes. At the end of the actions, the researcher and the teacher

will discuss the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The teacher give contribution to the reflection on the action is taken. It is aimed to find out whether the actions will be successful or not. The successful actions will be used and reapplied in the next cycle, but those which were unsuccessful will be changed or improved into the suitable ones.

CHAPTER IV

RESEARCH FINDINGS

The findings of this research are presented in four parts. The first part is focused on the reconnaissance of the problems in English teaching and learning process in MA Al-Ianah Playen GunungKidul at XI grade. The second part is focused on Cycle 1. The third part is focused on Cycle 2 and the last part is the research findings.

A. Reconnaissance

Based on the discussion and observation during the teaching learning process of XI grade students of MA Al-Ianah Playen GunungKidul, the English teacher and the researcher found some problems that were concerned about the teaching learning process. It could be identified that the problems that occurred in the teaching learning process were related to the teacher, the students, and the teaching media. As stated in the first chapter, the researcher would only focus on improving in the speaking learning process. The problems could be seen from the table below:

Table 2. Field Problems Concerning the Teaching Learning Process of XI Grade Students of MA Al-Ianah Playen Gunung Kidul

No	Problems	
1	The students had low learning motivation	S
2	The students did not involve actively during the class activities	S
3	The students got bored during the lesson	S
4	The students did not speak English optimally during the class activities	S
5	The teacher did not use classroom English optimally	T
6	The students did not know the meaning of English words and sentences	S
7	The students lack vocabulary knowledge	S
8	The students considered English as a difficult subject	S
9	The students did not understand when the teacher spoke in English during in teaching learning process	S
10	The students were shy to express their ideas in English	S
11	The students had less opportunities to practice their English inside and outside the English class	S
12	The teacher did not provide any material for the teaching learning process	T
13	The teacher could not handle the students well	T
14	The teaching learning process was not well-organized	T

Note : S: Student

T: Teacher

The action, it were used the three stages of teaching speaking suggested by Harmer (2001: 46); they were introducing the language, practice, and Communicative activities. Since the researcher focused only on improving the speaking learning

process of XI grade students at MA Al-Ianah Playen, she selected the problems of the speaking learning process as follows:

Table 3. The Problems Related to the Speaking Learning Process

No	Problems
1	The teacher did not use classroom English optimally
2	The students did not speak English optimally during the class activities
3	The students had low learning motivation

2. Determining the Actions to Solve the Field Problems

After having discussion with the English teacher, the researcher determined some action concerning the speaking learning process of XI grade students at MA Al-Ianah Playen Gunung Kidul in determining.

In her actions, the researcher employed some group discussion tasks into those three stages of teaching speaking. The researcher also used discussion as a supporting activity to have smooth running program. It is based on the consideration that discussion is some communicative activities which aim at encouraging students to speak. According to Harmer (2001: 123), discussion is an activity in which students work in a group and they have a subject to talk about and they react to something that is said.

Team teaching was also employed by researcher to solve the first problem related to the students. By having team teaching the teaching learning process would be more controlled and the teachers could bring the students into a better understanding.

Creating and providing teaching media would also be one of the solutions to solve the problems. The interesting teaching media would be able to attract the students' attention and encourage them to speak English actively in the teaching speaking. The following table is the actions that had been designed by the researcher to solve the problems mentioned before.

Table 4. The Action Applied in the Research

No	Actions
1	Using classroom English in the teaching learning process
2	Using group discussion tasks to improve the speaking learning process
3	Using group discussion tasks to encourage students' motivation

3. The Relationship between the Field Problems and the Action

After the action had been designed, the researcher relates the field problems to the action designed. The following table showed which field problems could be solved with the actions that had been designed by the researcher.

Table 5. The Relationship between the Field Problems and the Actions

Action	A	FP	No	Problems
1. Using classroom English in the teaching learning process.	1	3	1	The students had low learning motivation
2. Using group discussion tasks to improve the speaking learning process.	2	2	2	The students did not speak English optimally during the class activities
3. Using group discussion task to encourage students' motivation.	3	1	3	The teacher did not use classroom English optimally

Th

e first action was using

classroom English in the teaching and learning process. This action

was conducted to make the students learn to speak in English. In this action, the researcher tried to use English in greeting, giving instruction of the group discussion tasks and leave taking. This action also aimed to make the students become familiar with English.

The second was using discussion tasks to improve the speaking learning process. This action was to avoid students for being bored during the lesson. In discussion tasks there was a pronunciation task. Pronunciation was important to be taught because it would make the students accustomed to speak word correctly. The teacher taught pronunciation by repeating words until the students spoke correct.

The third was using discussion tasks to encourage the students' motivation. The action was conducted to build the students' motivation in learning English. This action implemented at the beginning of the class. In this action the researcher gave interesting topic at the beginning of the lesson in order to give the students' motivation in learning English to improve their speaking ability. It is important for the students to have good motivation at the beginning of the lesson. Therefore, the students would be high-spirited in following until the end of the lesson.

As stated before, in the research the researcher applied team teaching. It was helped by the English teacher of XI grade students at MA Al-Ianah Playen Gunung Kidul. In this research the researcher and the English teacher cooperated since the very beginning of the preparation until the end of the research. Applying team teaching helped the teaching and learning process much. Before doing the action, the researcher and her team worked together to make the lesson plan and discussed the

material together. Therefore the researcher and her team could share ideas and improve the materials.

B. The Report of Cycle 1

1. Planning

This section, describes the action plan in Cycle 1. The researcher did three actions in the Cycle 1. The focus of the actions in this cycle was to improve the speaking learning process. The actions were as follows:

a. Using classroom English in the teaching learning process

The researcher and the English teacher agreed to use classroom English in the teaching learning process. The researcher familiarizes English to the students by using English in greeting, delivering the lesson, giving instruction of tasks, and leave taking. This action employed in the beginning until the end of the research.

b. Using group discussion tasks to improve the speaking learning process

The researcher and the English teacher provided some tasks, which could give the students opportunity to practice the language being learnt repeatedly. The goal of the activity was to give as much opportunity for the students to speak English correctly. The researcher would give supervision and direct connection.

c. Using group discussion tasks to encourage the students' motivation

The researcher and the English teacher would pick a simple topic to introduce new material to the students. In this stage, the tasks have to focus only on the speaking skill. The activity could be the combination among the four skills or one of those four skills.

2. Action and Observation

Cycle 1 was done in two meetings. They were on April 4th 2013 and April 6th 2013. The discussion skill for cycle 1 is about agreeing and disagreeing. The action that the researcher and the classroom teacher implemented were:

a. Using classroom English in the teaching learning process

To familiarize the students with English, the researcher used English in giving instruction to the students. To help the students understand the instruction, the researcher repeated the instruction several times, used gestures, mimic, and body movements. Although there were many problems in giving instructions in English, the researcher tried to keep using it as it could give input to the students. The students' opinion could be seen in the following interview.

Researcher: Do you understand when the teacher speaks English?

Student: *Yes mis.....tapi kadang gak dong mis, soalnya bingung* (Yes, but sometimes I can't understand. I am confused)

Researcher: *Bingungnya dimana?* (What makes you confuse?)

Student: *Terlalu cepet miss ngomongnya, tapi kalo yang mudah-mudah ngerti*

(She was speaking too fast miss, but I could understand when she used a simple sentence)

Researcher: *Kalian pakek bahasa inggris gak kalo ngomong ma bu vina?* (Do you speak English with Mrs. Vina?)

Student: *Kadang-kadang miss...(Sometimes miss, We speak English)*

Researcher: *Kenapa gak pake bahasa inggris terus aja* (Why don't you speak English continuously?)

Student: *Takutnya grammar salah miss* (I'm afraid of making grammatical mistakes miss)

(Appendix B, Interview 3)

The students' opinion also can be seen from the result of the following questionnaire:

"Apakah dengan menggunakan classroom English yang sudah anda praktekan, anda mengalami peningkatan dalam skill bahasa inggris anda?". From 21 students, 15 students answered "ya".

However, it was also proven by the result of observation. From the observation that the researcher did, it was known that in the first cycle, there were still many students did not try to speak English during in the learning process. Some of them still spoke in Bahasa Indonesia. It was caused by many aspects, students were shy and students were not familiar with using classroom English.

From the interview, questionnaire and observation above, it can be concluded that the students still felt hard in using classroom English because they are familiar with Bahasa Indonesia. This action keeps going in the class while always translate and use gesture to make the students understand what the researcher's explanation is.

b. Applying group discussion tasks to improve the speaking learning process

In the presentation stage of the first meeting the teacher explained the kinds of technology while showed pictures to the students. To check the students' mastery of vocabulary, the teacher asked them about the use of technology while showed the

pictures. When answering the teacher's question, some students mispronounced words; the teacher corrected the students' mispronunciation at once.

In the next meeting, the classroom activities were provided by the other tasks. The tasks were about expressing agreeing and disagreeing. In this task, there were still the same as the first of group discussion tasks, students worked in small group consist of 5. All students were given tasks about expressing agreeing and disagreeing. The students discussed the tasks with their friend according to the topic and according to the example given by the researcher. The students asked, compare and discussed to his/her friend about choosing food in supermarket "*hi, do you agree with the statement of social status guaranties our welfare?*" then, he/she answered, "*uhmm,, I'm surely disagree with that statement*" then, other students asked and compare their friend's answer again whether they agree or disagree. These tasks were done repeatedly until the students speak the expression or the word fluently and correctly. Some the students still felt hard to speak some words. But, the researcher always tried to make them could speak correctly although they still felt hard to do it. This condition was shown in the following interview:

Researcher: *Halo Deni, gimana discussion task nya hari ini?*

(Hello Deni, what do you think about the discussion task today?)

Student : *(tersenyum)*

(Smiling)

Researcher: *Gimana? Seneng nggak?*

(How? Are you happy?)

Student : *"Seneng.*

(Yes, I am.)

Researcher: *Seneng saja atau bisa mengikuti juga? Coba menurut Deni gimana tadi diskusinya?*

- (just happy or you can follow the lesson too? So, what do you think about the discussion?)
- Student : *Seneng. Tapi aku nggak bisa ngomong ekspresinya tadi Miss. apa tadi ya?*
(I am happy. But I cannot say the expression correctly Miss. What is that?)
- Researcher: *You are absolutely right!? Yang itu?*
(You are absolutely right? Is that?)
- Student : *Iya yang itu.*
(Yes, that word.)
- Researcher: *“Terus tugas diskusinya membantu kamu nggak tadi?”*
(Does the discussion task help you?)
- Student : *Iya. sedikit*
(Yes, it does. A little)
- Researcher: *Membantu apa?*
(What kind of help?)
- Student : *Ya bisa ngomong bahasa Inggris dengan lebih baik gitu, Miss. (tertawa)*
(I can speak English better, Miss.) (Laughing)

(Appendix B, interview 5)

It was also proven from the following questionnaire:

“Apakah anda senang dengan pembelajaran yang menggunakan discussion tasks?”
from the questionnaire, 16 students of 21 answered “*ya*”, 3 students of 21 answered “*cukup*” and 1 of 21 students answered “*tidak*”. It showed that mostly the students were happy learning speaking by using discussion tasks. Other questionnaire is *“Apakah discussion tasks itu menyenangkan ketika digunakan dalam pembelajaran speaking?”* From questionnaire 12 students of 21 answered “*ya*”, 6 students of 21 answered “*cukup*” and 3 students of 21 answered “*lainnya (biasa-biasa saja)*”.

The researcher also did some observation to fulfill the data, from the observation it was found that during in speaking learning process using discussion tasks, there

were just three students did not follow the lesson well. Some students want to try to speak up, they help each other to try to speak in expressing their opinion. However, for students who were not motivated, they were shy to try to speak but they listened to their friends.

From the interview, questionnaire and observation above, it could be conclude that they needed to be encouraged to speak English. Repeating words and some expressions could make them familiar with those. In fact, that the discussion tasks could help them to do that.

c. Applying group discussion tasks to encourage the students' motivation

At the beginning of the lesson, the researcher used discussion tasks to attract the students' attention and to motivate them to be involved in the teaching and learning process. In this group discussion tasks, the researcher asked the students a question related to the topic and then the students answer the question. This activity was used in the warming up to stimulate the students' motivation to learn and speak English.

In the first meeting, the researcher used the 'dialogue text' to encourage the student's motivation. In this group discussion tasks, the students worked in pairs. The researcher gave them a dialogue text. The students discussed together with their pairs and practiced the dialogue. This situation made them motivated to learn and share each other. However, in this discussion task, some students still felt shy to speak up, they were afraid make a mistake. It is shown in the following interview:

- Researcher : *Hallo Irfan, suka nggak dengan diskusi hari ini?*
(Hello Ani, do you like the discussion task today?)
- Student : *Seneng. Tapi malu Miss, gak bisa ngomong lancar*
(Yes, I do. But, I am shy Miss because I can not speak fluently)
- Researcher : *Kok malu?*
(Why were you shy?)
- Student : *Iya, kalau gilirannya gitu kan grogi mau ngomong apa. Jadi malu*
(When I got my turn to tell and I felt nervous what I want to say, it makes me shy.)
- Researcher : *Kalau salah kan nggak dimarah?*
(But there is nobody would get angry with you?)
- Student : *Iya. Tapi agak malu. Tapi seneng*
(Yes, but I am rather shy. While I am happy)

(Appendix B, interview 6)

In the second meeting, the researcher used some short dialogues which is not complete to build up the students' motivation. In these group discussion tasks, the topic is about some cases which are happening in their daily life, the students worked in group consist of five. The researcher gave them a unit tasks. After explaining about the task, the next activity were expressing agreeing and disagreeing. The students discussed together in small group and each of students compares their opinion whether they agree or disagree by using the right expression. This situation made them motivated to learn and share each other. Therefore, the process of teaching and learning was apparently interesting. It seemed to the researcher that they had willingness to speak English. It can be seen from the following interview:

- Researcher : *Zul, bagaimana pelajaran Bahasa Inggris tadi?* (Zul, how was the English lesson?)
- Student : *Asyik.... Miss.* (It was exciting)

- Researcher : *Waktu berdiskusi sama teman tadi bicaranya lancar tidak?*
(Were you able to speak English when you were discussing with your friends?)
- Student : *Ehm... sempat bingung juga tadi Miss, tapi kan bisa tanya-tanya teman kalau gak tau bahasa inggrisnya, jadi ya bisa Miss.* (I'm little bit confused, but I can ask my friends when I did not know about the words in English, then I was able to speak)
- Researcher : *Waktu berdiskusi tadi kamu semangat tidak Zul?* (When you were discussing, did you get spirit of discussion?)
- Student : *Semangat banget Miss, karena teman-teman juga pada semangat untuk berdiskusi.* (I got the spirit Miss because my friends also got spirit to discuss).

(Appendix B, interview 7)

In this case, the students were motivated in doing discussion. When the students at first found many difficulties in pronouncing the English words they tried to ask the researcher and their friends. It is also proven by result of questionnaire, "*Apakah anda jadi termotivasi belajar speaking dengan menggunakan discussion tasks?*" from this question of questionnaire, 14 students answered "*ya*", and 4 students answered "*enough*", others did not answer.

After making sure that all students knew how to express their agreeing and disagreeing, the teacher asked them to still discuss about some cases. In conducting the group discussion tasks the students worked individually. The researcher asked students to answer the task by using useful language of agreeing and disagreeing. One by one student answers the task by using those expressions. Then, he or she tried it to

their classmate and they asked “*do you think.....?*” then the student in front of answered according to the tasks he or she had. For example, “*I don’t think so.....*”

Since these tasks were given at the beginning of the class, the main goal of group discussion tasks was to build up the students’ motivation in joining the lesson. Generally the goal could be achieved since all students were involved in the teaching learning process and they joined the group discussion tasks enthusiastically as what the researcher instructed. It could be seen in the following quotation of the interview:

- Teacher : *Gimana tadi tugasnya?*
(What about the tasks?)
- Student : *Asik Miss. Aku senang.*
(It is good, Miss. I like it)
- Teacher : *Bagaimana dengan proses pembelajaranya? bikin tambah mudah nggak?*
(So, what about the learning process? Do you think that it is easier?)
- Student : *Iya Miss. Jadi lebih ngerti gitu Miss, soalnya kan di diskusikan bareng-bareng jadi bisa saling ngajarin Miss. Jadi mudah mudengnya.*
(Yes, it is Miss. I understand quickly, because it is discussed together with other friends, Miss. So we can learn each other and it makes me easy to understand).

(Appendix B, interview 9)

Besides giving motivation in joining the lesson, it could also be seen that an interesting tasks could encourage the students to speak English with no hesitation, especially when the tasks was in the group discussion tasks. The students’ willingness to get a good mark encourage them to try answered the question correctly. This condition was shown in the following quotation field note:

Setelah selesai kelas mereka langsung bertanya kepada guru tentang nilai mereka. “Miss, tadi aku jawab dapat nilai kan Miss? Berarti nilai ku bisa lebih

bagus ya Miss?” ini membuktikan bahwa mereka sangat berharap mendapatkan nilai bagus dengan bisa menjawab pertanyaan dan mempraktekannya dengan menggunakan ekspresi-ekspresi yang diminta guru. Tetapi masih ada empat siswa yang mereka belum paham, itu dikarenakan mereka sedikit tidak mendengarkan.

(after the class finished, they asked to the teacher about their mark. “Miss, I have answered the question correctly, did I get the mark Miss? So, it means that I got a better mark?” it proved that they willing to get a good mark when they could answer the question and also they were able to use the expression that the teacher asked. But, there were four students that have not understood, it is because they were not paid attention.)

(Appendix A, Field Note 9)

From the quotation of the field note above, it can be concluded that almost of the students were able to understand the lesson with group discussion tasks. It was proved by the fact that there were four students who did the mistake. Although, the students were asked to speak a simple sentence, it could be an indicator that they were willing to speak in English with no hesitation.

Besides using a task to introduce new material at the beginning of the lesson, the researcher also used a task to review the materials given in the previous meeting. In the next meeting the researcher used discussion tasks to review the material.

3. Reflection

After implementing the action in the first cycle of the research, the researcher and the teacher did some reflections. It was done based on the observation in the teaching learning process, the students’ opinion and the comments from the English teacher. The results of the reflection were as follows:

a. Using classroom English in the teaching learning process

Using classroom English in the beginning of the lesson could build the conducive atmosphere in the classroom, and could motivate the students to try to speak in English. In the teaching learning process, using classroom English to improve their speaking was not quite successful, many almost all students were still confused. They could understand and respond to the researcher after she gave the gestures and more explanation. Once, the gestures, body language, or modeling was done to help the students to understand the explanation.

b. Applying group discussion tasks to improve the speaking learning process

Applying group discussion tasks to improve the speaking learning process was not successful enough. They could enjoy the activity and get involved in speaking learning process but they got difficulties in pronouncing some words and also in vocabulary. However, for the next cycle the group discussion tasks should be added by some vocabulary that is related with the topic, so this activity could run well.

c. Applying group discussion tasks to encourage the students' motivation

Applying group discussion tasks to encourage the students' motivation was effective. The using of discussion made the students enthusiastic and got motivation to follow speaking learning process. Doing group discussion tasks to build up the students' motivation could influence them to be more active in the speaking learning process. They did not feel shy to say or ask something to the teacher or the researcher.

In conclusion, there were some activities that had been done in Cycle 1. One of the three activities was effective to improve the speaking learning process, although there were still deficiencies in those activities. Using classroom English in the teaching learning process to encourage the English atmosphere in the classroom was not effective. Classroom English was not familiar for students, so it took a time to make them familiar with and could understand that.

Using group discussion tasks to improve the speaking learning process was not effective. Group discussion tasks were a new experience for them in speaking learning process, so they need a lot of practices. Many students still made noisy and did not know how to express their idea. Using group discussion tasks to build up students' motivation was effective to motivate students in the speaking learning process. They were enthusiastic to work in group. It was very interesting and also could motivate them in discussing. Most of students were more active and felt freer to express their opinion and ideas during the discussion.

C. The Report of Cycle II

1. Planning

The result and reflection of cycle 1 provided the basis for planning cycle 2. The discussion was conducted on April 8, 2013. The focus of the problems was still the same as in cycle 1 that was on improving the speaking learning process. The research would be implemented by the researcher in some similar actions in the second cycle. The actions were as follows:

- 1) Using classroom English in the teaching learning process to make the students familiar with English instruction, greeting, and leave taking, expressing their ideas and also responding the teacher's instruction. In this cycle, the researcher still applied group discussion tasks with some improvement to the activities. The rules of the group discussion tasks were the same as the discussion tasks in cycle 1, but the students had to try to use English in asking or answering question.
- 2) Applying group discussion tasks to improve speaking learning process. In this cycle, the group discussion tasks would be added by some vocabulary words that were related to the topic, so it could help students in expressing their ideas.

2. Action and Observation in Cycle II

Cycle II was done in two meetings. They were on April 8th 2013, and April 11th, 2013. Based on the discussion between the researcher and the English teacher, it was decided that some similar actions would be done in the second cycle. It was because the research members found the improvement of the XI grade students' speaking learning process in the MA Al-Ianah Playen Gunung Kidul. The following descriptions were the actions done in the cycle II.

a. Using classroom English in the teaching learning process

In this cycle, the use of classroom English was not a new activity for the students. The researcher used English in greeting, leave taking, and giving instruction to the students. The students were more familiar with greetings and responding to the researcher's instruction. They could understand when the researcher asked them to do

something in English. In the beginning the researcher asked the students to tell about themselves. It can be seen from the field note below:

Ketika guru meminta salah satu siswa untuk menjawab “Tell me what kind expressions of sadness?” lalu, siswa tersebut bisa menjawab walaupun dengan terbata-bata. Guru juga menggunakan bahasa Inggris untuk mengatur kelas dengan mengatakan “class, pay attention, please” dan mereka melakukan apa yang guru minta. Saat ada salah satu siswa tidak memperhatikan dan bermain sendiri, guru memintanya untuk memperhatikan dan tidak bermain, “Zul, pay attention and stop playing, please.” Lalu dia menjawab, “ok, Miss” dan dia memperhatikan guru.

(When the teacher asked one of the students to answer “Tell me what kind of expression of sadness?” then, the student could answer even though she answered it slowly, The teacher also used English to manage the classroom, by saying “class, pay attention, please” and they did what researcher asked. When one of the students did not pay attention and played alone, the teacher asked him to pay attention and do not play alone, “Zul, pay attention and stop playing, please.” Then he answered, “ok, sorry, Miss” and he paid attention to the teacher.)

(Appendix A, Field Note 11)

It was also proven by the questionnaire: “Apakah kemampuan speaking anda mengalami peningkatan setelah melakukan proses pembelajaran dengan menggunakan ‘group discussion tasks’?”. From 20 students 17 students answered “ya”, 2 students answered “enough”, and other answered (*lainya*)

It could be concluded that English classroom is important to make the students familiar with English. It was different from the first cycle that the students got difficult to understand the instruction or explanation in English. In the second cycle, they made a progress when the teacher explained the material or asked them to do something. Most of them could answer and respond to the researcher’s question after the researcher used gesture for some explanations. Most of them know what the researcher means, they just still being shy to say something in English. It was shown in the following interview:

- Researcher : Gimana pelajaran bahasa inggris hari ini? (*how the lesson today*)
- Students : Seneng miss (*Yes, I'm happy miss*)
- Researcher : Memang apa topic hari ini? Dan di suruh ngapain? (*what the topic today and what should you do?*)
- Students : Temanya mengungkapkan perasaan sedih dan cinta miss
Tadi ya berkelompok diskusi dikasih gambar-gambar peristiwa gitu trus di suruh ngungkapin perasaan kita. (*the topic is expressing love and sadness miss, we should work in group, then given pictures and then express our feeling with the appropriate expression*)
- Researcher : Tadi senang gak ngikutin pelajaran dikelas? (*Were you happy with the lesson?*)
- Students : Seneng miss, ya bisa kan kudu belajar biar bisa. (*I'm happy miss, we should study hard so that we can*)
- Researcher : oke terimakasih waktunya ya. (*ok, thanks for your time*)
(Appendix B, interview 12)

From the interview above, it could be concluded that the students exactly know what the teacher explained. The teacher should encourage the students to make them be brave to say in English. They needed to be familiarized of it.

b. Applying group discussion tasks to improve the speaking learning process

In the cycle 2, The topic given was about expression of love and sadness. In the meetings of cycle 2 shown that the students have a better speaking than in cycle 1. They also looked enjoy and they had been accustomed to do discussion in every meetings. It is shown in the following interview:

- Researcher : Halo, gimana perasaannya belajar hari ini?
(Hello, how do you feel following the lesson today?)
- Student : Seneng. (Happy.)

- Researcher : *Senengnya gimana?*
(How happy do you feel?)
- Student : *Ya seneng, bisa diskusi dengan lebih lancar dan lebih baik miss (tertawa)*
(Happy. I could join the discussion better, Miss) (laugh)
- Researcher : *Lancar bagaimana? (what do you mean better?)*
- Student : *Ya bisa ngomong, Miss. Bisa menggunakan ekspresi-ekspresi yang Miss vina jelaskan. Jadi seneng Miss.*
(I am able to speak, Miss. I could use the expressions that miss vina explained. It makes me happy).

(Appendix B, interview 13)

From the interview above it could be seen that students had good improvement in speaking. Some of them could spell and speak correctly. It is the proof of using discussion tasks to deliver the lesson.

In the presentation stage of the first meeting in the cycle two the teacher explained about expression love and sadness. The teacher explained how to express in correct expression and gives the example. This situation could be seen in the following quotation:

Untuk mengekspresikan perasaan cinta dan menyatakan perasaan sedih, kita dituntut untuk bisa mengekspresikannya itu dengan ekspresi yang tepat. Guru memberikan contoh salah satu gambar tentang peristiwa kecelakaan lalu kemudian guru bertanya bagaimana kalian mengungkapkan ekspresi ketika saudara kalian tertimpa musibah seperti di dalam gambar. Kemudian mereka menjawab sesuai dengan yang mereka rasakan. Kemudian guru membenarkan jawaban para siswa dengan menggunakan expressi yang sesuai.

(To express feeling love and sadness, we have to be able to report it in a right expression. The teacher gives an example by showing one of picture about an accident, and then the teacher asked what kind of expression to response when your brother or sister get an accident. The students answer based on their feeling. And then the teacher told them with the correct expression.

(Appendix A, Field Note 12)

After giving the example to the students about expressions, the researcher explained the lesson with using some statements. The researcher asked to the students to work in small group that consist of five and then they should discuss those statement with their friends. After that students have to report it in front of the class. The vocabulary words in the discussion tasks really helped students in expressing their feelings. The quotation below describes this situation.

- | | |
|------------|--|
| Researcher | : <i>Menurut Zen, diskusi kali ini dengan topic expressing love and sadness? (what do you think about discussion tasks today? Is it interesting?)</i> |
| Student | : <i>Menarik, Miss. Apalagi ada kata-kata yang membantu, jadi termotivasi untuk ngomong. (I am interested, Miss. There are some vocabulary words that can motivate me to speak)</i> |
| Student | : <i>Waktu menjawab pertanyaan dari kelompok tadi Zen menggunakan ekspresi-ekspresi yang benar tidak? (when you are answering the question from the group, Do you use the right expression?)</i> |
| Student | : <i>Iyalah Miss. Sekelompok tadi pada pakai ekspresi itu. (Off course Miss, My group use the expression)</i> |
| Researcher | : <i>Setelah menggunakan discussion tasks beberapa kali, Zen merasa mengalami peningkatan lebih baik tidak dalam speaking skill? (After we use group discussion tasks continuously in speaking class, Do you feel your speaking skill better?)</i> |
| Student | : <i>Iya, Miss., (Yes, Miss)</i> |
| Researcher | : <i>Apakah kelas speaking menggunakan group discussion tasks ini membuat kamu semangat belajar speaking? (Do speaking learning process by using discussion tasks motivate you in learning speaking?)</i> |
| Student | : <i>Hmm... iya miss jadi tambah semangat daripada sebelum-sebelumnya. (Hmm..., off course Miss, it makes me more motivated than before)</i> |

(Appendix B, interview 12)

Another quotation taken from the interview with the English teacher.

- Researcher :*Dalam diskusi tadi siswa-siswa terlihat lebih aktif. Bagaimana menurut ibu?* (In this discussion tasks, the students seemed to be active. What do you think about that mam?)
- Teacher :*Iya, mereka lebih aktif dan lebih enjoy dalam berekspresi mungkin karena mereka sudah mulai terbiasa dengan berdiskusi.* (Yes, they seemed to be active and enjoy. May be they have been familiar in discussing).

(Appendix B, interview 8)

3. Reflection

After implementing the action, the researcher and the English teacher did some reflection on April 13, 2013. From the implementation of the actions above, there were some main findings that would be described as follows:

a. Using classroom English in the teaching learning process

The implementation of this activity was successful. The students had been familiar with English in the class. They could answer the simple instruction or question from the teacher. They could respond what the teacher asked to them. The use of classroom English made them more familiar with English. The students made progress in understanding the teacher's instruction in English.

b. Applying group discussion tasks to improve the speaking learning process

Applying group discussion tasks to improve speaking learning process was effective. The students felt more enjoy during in speaking learning process. It made students comfortable in learning speaking. They were able to try to speak up without feeling shy. It could stimulate students to speak in front of the class and built their confidence in speaking English.

In brief, most of the activities that had been implemented in this cycle such as the use of classroom English and the use of group discussion tasks were effective to improve the speaking learning process and also to train the students to speak up in English. During the implementation, there was still a weakness. The weakness was that in the discussing there were still some students who did not want to pay attention to their group.

D. Research Findings

The actions have been implemented in two cycles. Based on the reflection of each cycle, there were some activities that were considered successful. Those activities were:

1. Using classroom English in the teaching learning process

In the beginning of the lesson, the use of classroom activity could build the conducive atmosphere in the speaking learning process. It was also effective as warming-up to lead the students' speaking ability. This activity also could stimulate the students to respond to the teachers' questions in English.

2. Using group discussion tasks to improve the speaking learning process

It has been proven effective to improve the speaking learning process. It was shown by their enthusiastic and their involvement in discussing. From the reflection of the cycle 1 and 2, it showed that most of the students were able to speak in English and respond some expressions, instruction or question from the

researcher. It could be used as the tool to measure whether there were improvements on students' speaking learning process or not.

3. Using group discussion tasks to encourage students' motivation

The discussion tasks were effective to motivate the students to interact in the classroom. They were happy to do the activities if the activities were arranged in an interesting way.

The researcher and the English teacher agreed that the activities implemented were successful to improve students' speaking learning process. Since the objective of the research was achieved, the researcher and the English teacher agreed to stop the research in this cycle.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The two cycles in this action research were conducted from 4 April 2013 to 13 April 2013. After implementing two cycles, the researcher was found that group discussion tasks were effective to improve the speaking learning process in grade XI of MA Al-Ianah Playen Gunung Kidul. The activities that were effective to improve the speaking learning process of XI grade at MA Al-Ianah Playen Gunung Kidul were:

1. Using group discussion tasks to improve the speaking learning process

Group discussion tasks were effective to train the students in the speaking learning process. They enjoyed this activity and got involved in the teaching learning process although this activity made the class very noisy. This activity could make the students to speak up. Finally, the students became more active and communicative during the speaking learning process.

2. Using group discussion tasks to encourage students' motivation

Using group discussion tasks to encourage the students' motivation was effective. The used of discussion made the students enthusiastic and got motivation to follow the speaking learning process. Doing group discussion tasks to build up the students'

motivation could influence them to be more active in the speaking learning process. They did not feel shy to say or ask something to the teacher or their friends. Students were actively involved in the teaching and learning process.

3. Using classroom English in the teaching learning process

Using classroom English in the teaching learning process was expected to help students to ease their difficulties in asking and answering simple questions orally. In the beginning of the lesson, the use of classroom English could build the conducive atmosphere in the speaking learning process. It was also effective as warming-up to lead the students' speaking ability. However, students became familiar with classroom English used during the lesson they had in every meeting.

B. Implications

The conclusions got some implications. It was concluded that discussion tasks were effective. It can be considered as some ways to improve the speaking learning process using discussion tasks. The implications of the actions are described below:

1. Using group discussion tasks to improve the speaking learning process can make the students enjoy during the teaching learning process and also the students got involved although this activity made the class noisy. They can work cooperatively and interact to each other. They also can share ideas and help each other. It implies that:

- a. The teacher could be more creative in making the material to improve the speaking learning process.
- b. The teacher should continue applying group work activities to make the students learn from each other.
- c. Dividing the students into groups could be an alternative activity to motivate their participation.

2. Using group discussion tasks to build up students' motivation can attract the students to be actively involved in the tasks. The use of discussion made the students enthusiastic and gets motivation in following the speaking learning process. Doing discussion tasks to build up the students' motivation could influence them to be more active in the speaking learning process. It implies that the teacher needs to be creative in choosing the appropriate teaching techniques to make the students more active and motivated in class activities.

3. Using classroom English can encourage students to speak English. The use of English in giving instructions, in giving explanations, in giving examples of the activities, and in asking the students are supported by gestures. Forcing the students to answer the questions fully in English is not effective to make the students speak. They need some exposures that can make them get used to speaking English. It implies that the teacher needs to speak English during in teaching learning process, so

it can support the students to speak English in responding or answering the teacher's questions.

C. Suggestions

Based on the conclusions and implications above, some suggestions will be directed toward the English teacher, the headmaster and the other researchers.

1. To the English teacher

The finding gives evidence and to the teacher about the important role of techniques to motivate students in improving the speaking learning process. In connection with it, the role of teachers as the motivator cannot be ignored. They are expected to be ready to assist students in learning English successfully.

2. To the headmaster

It is better for the headmaster to provide the required facilities to support the teaching and learning process. This finding gives evidence and an input to the teacher about the important role of technique to motivate students in improving their learning. In connection with it, the roles of teachers are the motivator cannot be ignored. They are expected to be ready to assist students in learning English successfully.

3. To the other researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the speaking learning process in grade XI, MA Al-Ianah Playen Gunung Kidul. They can also carry out the action in the other grades in MA Al-Ianah, in other senior high schools or in other institutions that conduct the English teaching and learning.

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APPENDIX A

FIELD NOTE

Field Note 1**Day/Date : Tuesday/ March 19th , 2013****Time : 08.00 a.m****Location : Headmaster's Room**

Peneliti datang ke MA Al-ianah sekitar pukul 08.00, peneliti langsung menemui kepala sekolah. Kemudian peneliti memperkenalkan diri sebagai mahasiswa dari jurusan Pendidikan Bahasa Inggris UNY dan mengutarakan maksud untuk mengadakan penelitian tindakan kelas atau Action Research. Kepala sekolah mengatakan bahwa dasarnya beliau setuju untuk memberikan ijin penelitian, namun beliau masih harus berkoordinasi dengan guru mata pelajaran Bahasa Inggris terlebih dahulu. Kepala sekolah mengatakan bahwa untuk selanjutnya peneliti dapat langsung menghubungi guru Bahasa Inggris yaitu Ibu Vina Ariyani S.Pd. Kemudian peneliti mengucapkan terima kasih dan berpamitan.

Field Note 2**Day/Date : Wednesday / March 27th , 2013****Time : 09.00 a.m****Location : Teacher's Room**

Peneliti langsung menuju ke ruang guru dan mencari ibu Vina. Peneliti menemui Ibu Vina untuk mengutarakan maksud peneliti untuk mengadakan penelitian tindakan kelas atau Action research di kelas XI. Peneliti juga menanyakan jadwal bu vina mengajar di kelas XI dan kapan peneliti bisa melakukan penelitian. Bu vina mengatakan bahwa peneliti bisa melakukan penelitian hari kamis jam ke- 5 dan hari sabtu jam ke- 2. Setelah itu peneliti melakukan interview seputar kegiatan belajar mengajar di kelas, buku dan LKS apa saja yang di pakai, media yang di pakai untuk proses belajar siswa, keaktifan siswa dalam mengikuti pelajaran dan semua komponen yang berkaitan dengan proses belajar mengajar bahasa inggris di kelas XI MA AL- Ianah Playen. Peneliti juga meminta izin kepada guru bahasa inggris untuk melakukan observasi di kelas XI sebelum penelitian di laksanakan. Dan guru bahasa inggris member izin kepada peneliti untuk masuk ke kelas XI sewaktu pelajaran bahasa inggris berlangsung. dan setelah selesai peneliti mengucapkan terima kasih dan berpamitan untuk pulang

Field Note 3**Field Note of Classroom Observation****Day/Date : Thursday/ March 28th , 2012****Time : 11.00 – 12.30****Location : Class XI MA AL- Ianah Playen**

Peneliti dan guru bahasa inggris masuk kelas pada jam 11.00 tepat setelah bel berbunyi. Guru menyapa siswa “good morning” how are you?” dan para siswa

menjawab secara bersama-sama “good morning, im fine and you?” lalu guru menjawab “I am fine too, thank you.” Lalu guru bertanya apakah ada yang tidak masuk hari ini, setelah itu guru memanggil siswa satu persatu.

Guru memulai pelajaran dan member tahu siswa bahwa topic yang akan di pelajari hari itu adalah “making invitation”. Lalu guru bertanya tentang making invitation kepada para siswa. “pernahkah kalian berangkat ke sekolah bersama? Semua siswa menjawab pernah. Lalu guru bertanya lagi “bagaimana cara kalian membuat janji dengan teman kalian? Semua siswa terdiam dan ada 4 orang siswa yang duduk di pojok sebelah kanan terdengar berbicara satu sama lain dan tidak mendengarkan guru. Dan seorang siswi tiba-tiba bertanya “apa itu invitation bu?” lalu guru menjelaskan invitation adalah cara mengajak/ mengundang teman untuk melakukan sesuatu. Lalu siswi lain menjawab saya biasa mengucapkan “can you go together to school? Great jawab guru, lalu guru mengoreksi jawaban siswi tersebut dengan mengatakan “do you mean “would you like to go to school with me?”

Guru mulai menuliskan bagaimana membuat “making and accepting invitation” 1. I would like to invite you. 2. Would you like to go to mall tomorrow? 3. Will you come to my house to play game? 4. Let’s play football after school? 5. How about camping next weekend? Lalu guru menuliskan juga Expression of accepting invitation, 1. Thank you very much. 2. Thanks. I’d like to....3. sounds fun/ sounds like fun. 4. Great. 5. Sure. Guru juga menulis contoh expressi making and inviting ke dalam dialog.

Deni: I would like to invite you to dinner tonight. Can you?

Dona: Thank you for the invitation.

Rani: let’s play tennis after this?

Danu: sounds like fun!

Terlihat beberapa siswa asik mengobrol dengan temannya sewaktu guru menulis di papan tulis. Setelah selesai guru menyuruh siswa untuk menulis di buku expressi- expressi making and accepting invitation. Kegiatan selanjutnya adalah pengucapan expression making and accepting invitation setelah guru. Setelah itu guru menanyakan kepada siswa jika ada kata-kata yang belum di ketahui artinya. dan seorang siswa bertanya “what is the meaning of sounds like fun?” dan guru menjawab “sepertinya menyenangkan” lalu guru menulis arti dari semua expressi yang sudah di tulis sebelumnya.

Setelah selesai menulis, guru mendiskusikan satu persatu tiap expressi, guru melakukan pengulangan penjelasan tiap point expressi making and accepting invitation agar siswa semakin paham. Kegiatan selanjutnya adalah guru menyuruh para siswa untuk membuat invitation dengan topic yang sudah di tentukan oleh guru. Sebelum siswa mengerjakan guru bertanya kepada siswa apakah mereka sudah bisa membuat making invitation? Lalu semua siswa menjawab bisa. Topic making invitation yang di berikan guru di tulis di papan tulis 1. Go to beach 2. Playing card 3. Go to school 4. Caving 5. Watch movie 6. Shopping 7. Cooking 8. Futsal 9. Go to karaoke 10. Fishing.

Setiap siswa menulis topic yang sudah di berikan dan mencari pasangan untuk mengerjakan tugas making invitation. Saat para siswa mengerjakan tugas, guru meninggalkan kelas sebentar. Tampak beberapa siswa mengobrol dengan teman sebangkunya, ada yang mengganggu temannya yang sedang mengerjakan, ada juga siswa yang berjalan- jalan di kelas. Suasana kelas ramai karena siswa harus berdiskusi dengan partner mereka dengan topic yang sudah di tentukan. Kadang beberapa siswa mendekati peneliti dan bertanya kata- kata yang belum mereka ketahui artinya. salah satu contohnya adalah “what is pancing in English miss?”

Tidak lama kemudian, guru datang dan semua siswa terdiam. Guru bertanya kepada para siswa apakah pekerjaan mereka sudah selesai? Dan guru menginstruksikan kepada para siswa untuk segera menyelesaikan tugas. Sebagian siswa menjawab sudah selesai dan sebagian yang lain menjawab belum selesai. Untuk mengkondisikan kelas maka guru berjalan keliling untuk handle siswa yang rebut dan mengecek pekerjaan siswa. Guru memberi waktu 7 menit pada para siswa untuk menyelesaikan tugas mereka. Setelah semua siswa selesai mengerjakan mereka harus mempraktekan dialog yang sudah mereka buat bersama patnernya. Karena ada 23 siswa, maka siswa akan terbagi menjadi 11 pasang. Mereka mempraktekan making invitation bergantian dengan partner masing- masing. Guru berjalan keliling untuk mendengarkan mereka sekilas. Guru juga mengkoreksi pronunciation yang salah jika siswa salah dalam pengucapan kata, contoh penekanan kata: caving, beach and watch.

Setelah selesai practice, kegiatan selanjutnya siswa di minta membuat making invitation berdasarkan topic yang mereka pilih sendiri dan mereka juga harus mempraktekan di depan kelas. Setelah semua siswa bergiliran maju dan bel berbunyi menandakan bahwa kelas telah berakhir. Sebelum menutup pelajaran guru bertanya pada siswa adakah yang belum mereka pahami. Semua siswa diam dan tidak menjawab, lalu guru menutup pelajaran dan member salam.

Field Note 4

Day/Date : Saturday/ 30th, 2012

Time : 11.00 a.m

Location : MA AL- Ianah Playen

Peneliti sampai di sekolah pukul 11.00, peneliti bertemu dengan guru yang sudah lebih dulu tiba di sekolah. Setelah bersalaman, peneliti mengkonsultasikan tentang manageable problem yang akan di ambil dalam penelitian dan mendiskusikan action yang akan di ambil. Dari diskusi antara guru dan peneliti, disepakati bahwa problems yang berhubungan dengan speaking learning process adalah:

1. The students did not speak English optimally during the class activities
2. Students have low motivation
3. The teacher does not use classroom English optimally
4. The students did not know the meaning of English words and sentences
5. The students considered English as a difficult subject

Peneliti kemudian memaparkan kepada guru bahwa penelitian yang akan dilakukan menggunakan media pembelajaran discussion tasks. Guru memberikan beberapa arahan kepada peneliti mengenai beberapa hal yang dapat membantu pelaksanaan penelitian sesuai dengan metode yang akan digunakan peneliti. Salah satunya adalah dalam proses belajar nanti bisa di terapkan system work in pairs atau group.

Setelah memberikan topic yang di ajarkan, kemudian guru meminta peneliti untuk membuat RPP untuk activities yang akan di implementasikan pada cycle 1. Guru memberikan beberapa arahan kepada peneliti mengenai beberapa activities yang mungkin dapat digunakan pada action cycle 1. Setelah membuat janji untuk bertemu lagi pada hari rabu untuk penyerahan RPP yang akan di jadikan bahan ajar pada hari itu, setelah selesai berdiskusi peneliti berpamitan.

Field Note 5

Action : (Pertemuan 1)

Tgl : 4-April-2013

Tempat : Kelas XI MA AL-Ianah Playen

Peneliti sampai di sekolah pukul 11.00 WIB. Peneliti langsung menuju ruang guru untuk menemui guru bahasa inggris dan membantu guru menggunakan media yang akan digunakan dalam implementasi awal.

Pada jam 11.00 peneliti dan guru bahasa inggris menuju kelas. Mereka disambut baik oleh siswa. Guru membuka kelas dengan salam “Good afternoon” and “How are you all today”. Siswa menanggapi salam tersebut dengan serempak, kemudian siswa juga menjawab “Fine mom”.

Guru bahasa inggris menjelaskan pada siswa bahwa hari ini adalah awal peneliti akan melakukan penelitian guna melihat peningkatan kemampuan speaking siswa. Guru bahasa inggris juga menjelaskan bahwa dia akan tetap mengajar di kelas dan peneliti hanya membuat materi-materi yang akan diberikan pada siswa.

Sebelum rekaman di putar, Guru meminta siswa untuk menyiapkan kertas dan alat tulis guna mencatat bagian-baian penting dalam rekaman, seperti: ekspresi-ekspresi yang d gunakan, new vocabularies, dan functional language di rekaman yang akan di putar.

Lalu guru meminta peneliti untuk memutar rekaman teresebut. Peneliti ditugaskan untuk menjadi operator dalam pemutaran rekaman. Saat rekaman di putar siswa terlihat sangat konsentrasi untuk mendapatkan informasi apa yang di putar di dalam rekaman. Terkadang mereka bertanya kepada teman mereka arti dari kata- kata yang belum mereka ketahui. Bahasa yang di gunakan dalam rekaman tentang “how to expess agreement and dissagreement ” tersebut juga sangat simple jadi siswa bisa memahami dengan cepat dialog yang sedang di putar.

Setelah rekaman selesai di putar, guru menanyakan apakah mereka bisa menangkap semua informasi yang ada dalam rekaman. Hanya sebagian siswa yang menjawab mengerti keseluruhan isi dari rekaman. Kemudian guru bertanya kepada siswa tentang rekaman yang baru selesai di putar. Rekaman apa yang barusan di putar

anak- anak? Para siswa menjawab serempak “how to express agreement and disagreement”. Kemudian guru bertanya lagi sebutkan ekspresi-ekspresi apa saja yang di gunakan untuk mengungkapkan agreement? Salah satu siswa menjawab dalam bahasa indonesia “aku setuju bu” dan guru menjawab “in English please” lalu salah seorang siswi menjawab “yes, I agree mam”. Dan guru bertanya lagi “what next” “I think so” sebagian siswa menjawab, “you are absolutely right!” guru menimpali. lalu secara bersamaan mereka menyebutkan ekspresi-ekspresi yang di gunakan dalam menyatakan agreement sesuai dengan isi rekaman. Kemudian guru mengulang kembali bagaimana menggunakan ekspresi-ekspresi dengan tepat. selanjutnya guru menjelaskan materi tentang expression of agreement and disagreement. Guru bertanya “do you often debate with your friends? And how do you feel when someone disagrees with your opinion?” kemudian guru memberikan contoh dialog kepada siswa dan meminta dua orang siswa untuk mempraktekkannya secara berpasangan di depan teman-teman mereka. Setelah itu guru membahas teks percakapan tersebut dan membahas isi rekaman yang telah diperdengarkan kepada siswa-siswa mengenai penggunaan expression of agreement and disagreement dalam penyampaian sikap mereka terhadap sesuatu dengan tepat. Kemudian guru menrapkan discussion task dengan meminta siswa untuk berdiskusi dengan teman sebangkunya untuk menjawab pertanyaan-pertanyaa yang berkaitan dengan expressing of agreement and disagreement yang berupa dialog-dialog singkat yang belum lengkap.

Sebelum menutup pelajaran guru memberi sebuah kesimpulan tentang procedure text. Lalu guru menutup pelajaran dengan memotifasi siswa dan menutupnya dengan salam “goodbye class and See you on the next meeting”.

Field Note 6

Interview dengan guru dan siswa

Tgl : 5th April 2013

Tempat : Ruang Guru dan Kelas XI

Peneliti langsung mengikuti guru bahasa inggris ke ruang guru. Peneliti meminta waktu pada guru untuk wawancara seputar implementasi yang telah di lakukan tadi. Setelah wawancara dengan guru, peneliti meminta izin untuk mewawancarai siswa kelas XI Guru menyuruh peneliti mewawancara pada saat jam istirahat yaitu pada jam 12.00.

Field Note 7

Action 1 (Pertemuan 2)

Tgl : 6- April- 2013

Tempat : Kelas XI MA AL- Ianah Playen

Peneliti sampai di sekolah pukul 08.30 WIB. Peneliti langsung menuju ruang guru. Sesampainya di ruang guru, peneliti tidak brtemu dengan guru bahasa inggris

karena beliau masih mengajar di kelas lain. Tepat jam 09.00 WIB guru bahasa inggris kembali ke ruang guru untuk menemui peneliti. Kemudian guru bahasa inggris langsung mengajak peneliti menuju kelas XI.

Begitu masuk ke ruang kelas guru menyapa siswa seperti biasa dengan sapaan “good morning” dan menanyakan kabar siswa dengan menggunakan bahasa inggris “how’s life” dan tidak ada satu pun siswa menjawab lalu mereka menjawab dengan “how are you” . Kemudian guru memeriksa kehadiran siswa dikelas. Setelah itu, guru mengingatkan kembali tentang pelajaran yang sudah lalu dan menanyakan apakah ada yang ditanyakan siswa tentang materi yang lalu. Jika ada pertanyaan maka guru menjelaskan/menjawab pertanyaan tersebut. Jika tidak ada pertanyaan maka guru masuk pada materi dengan topik yang baru. Guru meminta siswa secara individu untuk menyebutkan expression of agreement and disagreement dari pertemuan sebelumnya. Kemudian beberapa siswa diminta untuk mempraktekkan hasil diskusi kelompok mereka tentang pernyataan sikap mereka dari pertemuan sebelumnya yang telah lengkap dengan menggunakan kalimat mereka sendiri di dalam kelompok masing-masing. Kemudian guru dan siswa bersama-sama membahas tentang cerita di dalam contoh yang diberikan. Setelah itu guru menerapkan discussion task dengan meminta siswa untuk membentuk 5 kelompok dengan masing-masing kelompok terdiri dari 4-5 orang. Kemudian guru memberikan beberapa issue yang sedang berkembang di lingkungan sekitar baru-baru ini. Lalu siswa diminta untuk mempelajari dan mendiskusikan tentang beberapa issue tersebut, seperti 1) children are not allowed to work., 2) social status guaranties our welfare., 3) health is not everything, but without helath everything becomes nothing., 4) street children do not get the right to have welfare., 5) the students of science programs have a better future than those of other programs. Kemudian siswa diminta untuk mengemukakan sikapnya terhadap issue-issue tersebut dengan menggunakan expressions of agrrement and disagreement yang sesuai. Beberapa siswa secara individu diminta untuk mengemukakan hasil diskusi kelompok mereka dengan menggunakan kalimat mereka sendiri, sedangkan kelompok yang lain meyimak, lau secara bergantian seperti itu.

Sebelum menutup pelajaran guru menyimpulkan materi hari ini, dan guru memberitahukan pada siswa bahwa pada pertemuan berikutnya akan di adakan post test maka siswa di harapkan belajar dan mempersiapkan diri untuk test. Bel berdering dan guru menutup pelajaran. “time is up, see you on next meeting and have a nice day”

Field Note 8

Interview dengan guru dan siswa

Tgl : 8- April -2013

Tempat : Ruang Guru dan kelas XI MA AL- Ianah Playen

Hari Senin tanggal 8 April 2012 peneliti datang ke sekolah untuk mewawancarai guru bahasa inggris dan siswa XI tentang impelementasi yang telah dilakukan pada hari sabtu tanggal 6 April 2013. Peneliti mewawancarai guru bahasa

inggris di ruang guru dan dia memberi komentar yang positif pada implementasi akhir pada cycle pertama. Setelah itu peneliti mewawancari siswa pada jam istirahat.

Field Note 9

Field Note pertemuan pertama Cycle 2

Day/Date : 10- April- 2013

Time : 09.00

Location : Kls XI MA AL- Ianah PLayen

Peneliti sampai di MA Al-ianah kurang lebih pukul 10.50 setelah terdengar tanda bel jam pertama, peneliti dan guru langsung masuk ke kelas XI. Setelah tanda bel berbunyi, menandakan pelajaran dimulai. Guru membuka pelajaran dengan greeting dan mereview secara singkat materi-materi pertemuan sebelumnya. Kemudian guru bertanya apakah ada yang belum dimengerti dari materi sebelumnya. Karena tidak ada pertanyaan dari siswa maka guru melanjutkan ke text dialog.

Guru memulai dengan menginstruksikan kepada seluruh siswa untuk diam dan menyimak dengan seksama cerita dalam dialog teks yang akan disampaikan. Setelah semua siswa tenang, guru meminta dua orang siswa untuk mempraktekan dialog tersebut. Seluruh siswa mendengarkan cerita dengan seksama dan mereka terlihat begitu semangat mendengarkan dialog tersebut. Sekitar 10 menit berlalu akhirnya guru selesai bercerita dan menjelaskan kepada siswa bahwa topic pertemuan kali ini tentang expression of love and sadness

Guru kemudian memberikan pertanyaan kepada siswa “whom should we express our love to? Have you ever told somebody that you love him/her?” dan guru meminta kepada siswa untuk mengacungkan tangan untuk menjawab. Semua siswa antusias untuk menjawab, hal ini ditunjukan dengan hampir seluruhnya mengacungkan tangan. Lalu guru memilih satu orang untuk menjawab, siswa yang terpilih tersebut menjawab “express our love to our parents miss..” siswa berikutnya yang terpilih menjawab “to our girlfriend hehehe” lalu guru bertanya kembali “what did you say?” lalu salah satu siswa yang bernama Muasil menjawab “I say I love you miss” lalu guru menjawab oo you said that you love her. Lalu siswa yang bernama zulfikri menjawab “I love my cat miss” lalu semua murid satu kelas tertawa. kemudian guru bertanya lagi “What do you want to do when you feel sad?” lalu siswa yang bernama Martino menjawab “galau miss hehehe” lalu siswa yang bernama Yuni menjawab “sharing kesedihan kita with our friend miss, curhat gitu” lalu guru menjawab “so what your friend response?” lalu Yuni menjawab “she said it’s alright, everything gonna be okay miss, kayak lagu itu loh hehe” dan sebagian siswa tertawa mendegar jawaban Yuni. Lalu guru menjawab ya, everything will be alright my dear.

Guru lalu menulis di papan tulis expressions of love and sadness with the response and also sad synonyms dan siswa harus mengikuti apa yang guru ucapkan. Selanjutnya dari modeling yang telah guru lakukan sebelumnya, guru mulai bertanya tentang mengungkapkan dan merespon suatu keadaan.. Setelah siswa terlihat memahami materi, Guru menyuruh siswa untuk membentuk kelompok dimana dalam

satu kelompok terdiri dari 4-5 orang siswa. Guru memberikan beberapa pertanyaan kemudian diminta untuk menyusun cerita dari jawaban-jawaban dari pertanyaan-pertanyaan tersebut. Setiap siswa wajib mempunyai jawaban untuk pertanyaan-pertanyaan tersebut dan menulisnya agar mudah meyusunnya menjadi cerita, juga menulis jawaban dari teman sekelompoknya.

Kemudian untuk production guru meminta siswa punya perwakilan untuk untuk membacakan hasil diskusi kelompok mereka yang telah berbentuk cerita lengkap berjudul “The Romantic Story”. Kemudian masing-masing kelompok membacakan cerita lengkap mereka yang telah mereka susun dari pertanyaan-pertanyaan. Siswa kelompok lain menyimak, mana kelompok yang paling bagus menyusun cerita, dan mana kelompok dengan cerita paling lucu. Setelah kegiatan ini berakhir guru mengulang kembali materi yang sudah di jelaskan, dan menanyakan kepada siswa adakah yang di belum pahami. Bel berbunyi dan guru menutup pelajaran lalu memberi salam.

Setelah selesai kelas mereka langsung bertanya kepada guru tentang nilai mereka. “Miss, tadi aku jawab dapat nilai kan Miss? Berarti nilai ku bisa lebih bagus ya Miss?” ini membuktikan bahwa mereka sangat berharap mendapatkan nilai bagus dengan bisa menjawab pertanyaan dan mempraktekannya dengan menggunakan ekspresi-ekspresi yang diminta guru. Tetapi masih ada empat siswa yang mereka belum paham, itu dikarenakan mereka sedikit tidak mendengarkan.

Field Note 10

Interview dengan guru dan siswa

Tgl : 10- April-2013

Tempat : Ruang Guru dan Kelas XI

Setelah proses belajar mengajar selesai peneliti mendekati beberapa siswa dan meminta izin untuk melakukan wawancara seputar kegiatan belajar mengajar pada pertemuan ke 2 di cycle ke 2 ini. Beberapa siswa tampak sabar menunggu peneliti yang sedang mewawancarai teman- teman mereka satu persatu. Setelah semua selesai di wawancarai peneliti mengucapkan trimakasih pada mereka dan peneliti berpamitan pulang.

Field Note 11

Action 2 (Pertemuan 2)

Tgl : 13 –April -2013

Tempat : Kelas XI MA AL- Ianah Playen

Peneliti datang ke sekolah pada jam 11 WIB. Peneliti menemui guru bahasa inggris lalu guru bahasa inggris langsung mengajak peneliti menuju kelas XI. Guru bahasa inggris dan peneliti masuk ke kelas XI. Seperti biasa guru menyapa siswa seperti biasa “Good morning” and “nice to meet you again”. Guru bahasa inggris

juga menanyakan kabarnya pada hari itu “How are you all today”. Siswa selalu serempak menjawab “Good morning miss” and “fine”.

Guru bertanya tentang materi expressing love yang telah di berikan kemarin sebelum memberikan aktifitas yang berbeda dengan materi yang berbeda juga yaitu expression of sadness. Setelah mereview materi pada pertemuan kemarin, guru meminta salah satu siswa untuk menjawab “Tell me what kinds expression of sadness?” lalu, siswa tersebut bisa menjawab walaupun dengan terbata-bata. Guru juga menggunakan bahasa Inggris untuk mengatur kelas dengan mengatakan “class, pay attention, please” dan mereka melakukan apa yang peneliti minta. Saat ada salah satu siswa tidak memperhatikan dan bermain sendiri, peneliti memintanya untuk memperhatikan dan tidak bermain, “Zul, pay attention and stop playing, please.” Lalu dia menjawab, “ok, Miss” dan dia memperhatikan guru.

Guru meminta siswa untuk membentuk kelompok dimana dalam satu kelompok terdiri dari 4-5 orang siswa. Guru membagikan gambar pada masing-masing kelompok untuk diidentifikasi ekspresi apa yang akan digunakan untuk merespon berbagai peristiwa tersebut.

Setelah aktifitas mencocokkan ekspresi dengan gambar selesai, aktifitas selanjutnya adalah siswa diminta untuk mempraktekkan hasil diskusi dari kelompok mereka masing-masing mengenai response of sadness situation menggunakan ekspresi-ekspresi yang sesuai seperti yang telah guru ajarkan. Kemudian guru dan siswa bersama-sama membahas tentang materi yang baru saja dipelajari

Setelah kegiatan ini berakhir guru memberitahu siswa mengulang kembali materi yang sudah di jelaskan, dan menanyakan kepada siswa adakah yang di belum pahami. Bel berbunyi dan guru menutup pelajaran lalu memberi salam.

Field Note 12

Interview dengan siswa kelas XI MA AL- Ianah Playen

Tgl : 13- April -2013

Tempat : Kelas XI MA AL- Ianah Playen

Setelah proses kegiatan belajar mengajar selesai peneliti meminta izin pada guru untuk melakukan wawancara kepada beberapa siswa, peneliti juga meminta waktu kepada para siswa untuk di mintai wawancara tentang proses belajar mengajar yang baru saja mereka lalui. Pertanyaan yang sudah di siapkan peneliti adalah seputar bagaimana perasaan siswa sewaktu mengikuti pelajaran di kelas, para siswa menyukai metode yang di pakai atau kah tidak, dan seputar media yang telah di pakai.

Field Note 13**Field Note of post test, Cycle 2****Day/Date : 15- April- 2013****Time : 09.00 a.m****Location : Kelas XI MA AL- Ianah Playen**

Peneliti datang ke sekolah pada jam 11 WIB. Seperti biasa peneliti langsung menuju ruang guru dan menunggu guru bahasa inggris yang masih mengajar di kelas lain. Tepat jam 11.15 guru bahasa inggris menemui peneliti dan langsung mengajak peneliti menuju kelas XI.

Guru bahasa inggris dan peneliti masuk ke kelas XI. Siswa masih sibuk membaca dan terlihat tegang. Seperti biasa guru menyapa siswa seperti biasa “Good afternoon” and “nice to meet you again”. Guru bahasa inggris juga menanyakan kabarnya pada hari itu “How are you all today”. Siswa selalu serempak menjawab “Good afternoon miss” and “fine”. Guru menanyakan apakah ada siswa yang tidak hadir hari itu, lalu semua serempak menjawab “tidak miss”

Guru menyampaikan kepada para siswa seperti yang telah di sepakati di pertemuan sebelumnya bahwa hari ini akan diadakan post test. Tampak para siswa masih sibuk dengan membaca-baca materi sebelum post test di mulai. Guru menginstruksikan pada masing- masing siswa untuk menngungkapkan secara singkat response mereka terhadap pertanyaan yang diberikan di depan kelas. Setelah semua siswa selesai melaksanakan post test guru menutup dengan salam pertemuan hari ini karna bel telah berbunyi.

APPENDIX B

**INTERVIEW GUIDELINE,
INTERVIEW TRANSCRIPT AND
OBSERVATION SHEET**

INTERVIEW TRANSCRIPT

(Int.1)

Interview with the Headmaster of MA Al- ianah Playen, Gunung Kidul

Researcher : Nur fajriyah (R)

Headmaster : Drs. H. Suparman, M.S.I (Headmaster of MA Al- ianah Playen)

Day/ Date : Tuesday/ 19th March 2013

Time : 09.00 a.m

Location : Headmaster's room

R : “Assalamualaikum, selamat pagi, pak”

H : “Waalaikum salam, selamat pagi.”

R : “Saya ingin menindaklanjuti rencana penelitian saya di sekolah yang bapak pimpin, saya ingin bertanya-tanya seputar MA Al-ianah Playen, Gunung Kidul beserta aktivitas-aktivitas yang ada di dalamnya.”

H : ”oh gitu, silahkan mbak.”

R : “Pertama-tama saya ingin mengetahui bagaimanakah pandangan bapak mengenai MA Al- ianah Playen, Gunung Kidul mengenai perkembangannya atau kemajuannya, seperti itu pak”

H : “Perkembangannya MA Al- ianah itu satu dilihat dari e.. jumlah murid itu ada perkembangan dari tahun ke tahun yang tadinya 87 sekarang sudah 95. Kemudian untuk SDMnya sekarang guru-gurunya juga sudah banyak yang kuliah lagi kemudian perkembangan dengan dunia luar itu kalau dulu gak ada mahasiswa yang dari Klaten, ya sekarang sudah ada penelitian, ada praktek-praktek dan lain-lain. Sementara perkembangannya semacam itu mbak.”

R : “e.. kemudian untuk fasilitas-fasilitas sendiri bagaimana ya, pak?”

- H : “Fasilitas ya sudah mengalami kemajuan mbak. Untuk ruang kelas sudah cukup, dan untuk fasilitas-fasilitas yang lain seperti perpustakaan, hanya saja belum ada laboratorium bahasa.”
- R : “kalau mengenai prestasi siswa pak?”
- H : “Di sini prestasi siswanya biasa-biasa saja mbak. Tapi ya dari tahun ke tahun itu pasti mengalami peningkatan.”
- R : “kemudian bagaimana manajemen bapak dalam pelaksanaan KBM itu sendiri?”
- H : “e... kalau dalam KBM saya membaginya saya sesuaikan dengan kemampuan dan pribadi guru yang ada di sini. Jadi kan kita ini cuma ada jurusan IPS. Jadi itu masing-masing mempunyai ruangan sendiri-sendiri sesuai dengan tingkatannya”
- R : “Kemudian untuk meningkatkan kualitas dari gurunya sendiri itu bagaimana pak?”
- H : “Meningkatkan kualitas itu selalu saya dorong dengan ikut seminar, lokakarya dan workshop. Tapi kendalanya belum ada koneksi internet jadi ya masih di katakan kurang lengkap.
- R : “Kemudian menurut Bapak, adakah hambatan dalam rangka pengelolaan/ manajemen KBM itu sendiri?”
- H : “e.. hambatanya ya di biaya, di sini itukan sebagian besar dari ekonomi menengah ke bawah, sehingga untuk penyediaan sarana prasarana belajar itu terkadang kami masih kekurangan.”
- R : “Kalau untuk guru-gurunya sendiri Pak, apakah ada yang sering datang terlambat sehingga bisa menghambat KBM?”
- H : “e.. kalau guru terlambat itu ya enggak.. enggak, ada tapi Cuma satu dua, tapi ya enggak.”
- R : “Untuk fasilitas belajar mengajar apakah sudah tersedia Pak?”
- H : “Fasilitas sudah... sudah tersedia tapi belum maksimal. Seperti untuk laboratorium bahasa itu belum ada, tapi sedang kami usahakan.”

- R : “Bagaimana mengenai sumber pendanaan sekolah ini, Pak?”
- H : “Sumber pendanaan selama ini jadi kita hanya e.. apa ya menggunakan sumber dana e.. sumber dana dari pemerintah yaitu BOS regular ada dari Povinsi maupun BOSDA kabupaten. Ada sumbangan dari wali murid juga tapi itu tidak banyak.”
- R : “E.. kalau boleh saya tahu penggunaan dana tersebut untuk apa saja Pak?”
- H : “E.. pendanaan itu untuk KBM mbak, kemudian untuk sarana prasarana juga, untuk kemakmuran para guru dan karyawan, kemudian untuk lingkungan sekolah dan lain-lain.”
- R : “Kemudian yang berkaitan dengan penelitian saya.. yaitu mengenai KBM mata pelajaran Bahasa Inggris. Kira-kira model pembelajarannya seperti apa Pak?”
- H : “E.. kalau model pembelajaran itu saya lihat sudah bagus, sudah bisa membuat siswa aktif, sehingga siswa bisa dengan mudah memahami pelajaran.”
- R : “Saya kira cukup sekian dulu Pak.. nanti kalau ada hal lain yang saya perlukan untuk penelitian saya ini, saya mohon kesediaan Bapak untuk membantu.” Saya juga minta izin ke bapak untuk menemui guru bahasa inggris hari ini pak.
- H : “Ya, silahkan mbak.. hehe” guru bahasa inggrisnya namaya bu vina mbk, silahkan mbak temui di ruang guru.
- R : “Baiklah Pak, saya mohon pamit. Terimakasih atas waktunya, wasalamualaikum.”
- H : “Iya mbak, Waalaikumsalam.”

(Int.2)

Interview with the English teacher of grade XI

Researcher : Nur Fajriyah (R)

English Teacher : Bu Vina Aryani S.Pd

Day/ Date : Wednesday/27th March 2013

Time : 10.00 a.m

Location : Teacher's Room

R : "Selamat Pagi, Bu?"

T : "Selamat pagi."

R : "Ibu.. saya mau minta waktunya sebentar untuk interview mengenai jalannya KBM Bahasa Inggris di kelas XI. Pertama-tama sudah berapa lama ibu mengajar di MA AL- ianah Playen, Gunung Kidul?"

T : "Dari tahun 2009 mbak"

R : "Bagaimana jalannya KBM Bahasa Inggris di kelas XI Bu?"

T : "Di kelas XI itu tidak maksimal, karena ya.. e.. apa ya, rentang kemampuan anak antara yang low sama yang high itu jauh. Terus juga kadang-kadang kurang motivasi untuk belajar. Kedang juga ramai sendiri, jadi kita harus pandai-pandai memberikan materi, Cuma hasil yang diharapkan tidak maksimal."

R : "Kemudian apakah ada kendala dalam KBM Bahasa Inggris di kelas XI ini Bu?."

T : "Ya.. konsentrasi siswa, motivasi siswa untuk belajar terus ya itu..siswa selalu beranggapan bahwa bahasa inggris itu sulit, jadi mereka tidak mau membiasakan diri dengan istilah-istilah menggunakan bahasa inggris. Kalau dari saya sendiri apa ya..materi mungkin mbak, hehe."

R : "Melihat kendala-kendala di atas bagaimana cara mengatasinya Bu?"

T : "Untuk konsentrasi siswa memang seharusnya ada pendampingan ya..tapi ternyata tidak. Selama ini aktivitas yang saya gunakan kurang bisa membuat para siswa berkonsentrasi penuh. Kalau motivasi itu mungkin dari materi ya mbak, kalau materinya benar-benar membuat siswa itu nyaman dan menarik perhatian siswa, mungkin itu akan membuat siswa termotivasi untuk belajar."

R : "Apa saja yang sering digunakan dalam KBM Bahasa Inggris Bu?"

- T : “Buku ya LKS itu mbak, selain itu saya buat handout sendiri.”
- R : “Apa ada problem lain dalam mengajar Bahasa Inggris Bu?”
- T : “Ada, yaitu untuk meningkatkan proses belajar speaking itu sendiri bagaimana agar siswa juga terbiasa dengan Bahasa Inggris mbak.”
- R : “Lalu apa saran ibu untuk meningkatkan proses belajar mengajar Bahasa Inggris di kelas XI ini?”
- T : “O..kalau disini ya..bagaimana kita attract attention to the students itu sangat penting sekali, terus bagaimana cara membuat siswa itu terbiasa dengan istilah-istilah atau instruksi dalam bahasa inggris itu. Nah pre teaching itu sangat penting terutama awalnya itu seperti apa..itu nanti akan menentukan langkah selanjutnya. Jadi bagaimana membuat siswa itu tertarik belajar bahasa inggris, masalahe tu mereka malas tu lho kadang mbak.”
- R : “Oke Bu, saya rasa cukup sekian dulu ya Bu, nanti seandainya sewaktu-waktu ada sesuatu yang saya butuhkan lagi, mohon kesediaan ibu untuk membantu saya.”
- T : “Insyaallah, saya bantu.”
- R : “Terimakasih Bu, Assalamualaikum.”
- T : “Waalaikumsalam.”

(Int.3)

Interview with students of grade XI

- Researcher** : Nur Fajriyah (R)
- Student** : Yuni
- Day/ Date** : Friday/ 5th April 2013
- Time** : After the English lesson
- Location** : Classroom of grade XI MA Al-ianah

- R : “Hai, namanya siapa?”
 S : “Yuni Miss.”
 R : “Fit, bagaimana pelajaran Bahasa Inggris tadi?”
 S : “Asik Miss, suasana baru, hehe”
 R : “Do you understand when the teacher speaks English?”
 S : “Yes miss.....tapi kadang gak dong miss, soalnya bingung.”
 R : “Bingungnya dimana?”
 S : “Terlalu cepet miss ngomongnya, tapi kalo yang mudah-mudah ngerti”
 R : “Kalian pakek bahasa inggris gak kalo ngomong ma bu Vina?”
 S : “Kadang-kadang mba...”
 R : “Kenapa gak pake bahasa inggris trus aja
 S : “Takutnya grammar salah miss...”
 R : ooh begitu, trimakasih ya sudah meluangkan waktu untuk interview.
 S : iya miss sama- sama.

(Int.4)

Interview with students of grade XI

- Researcher** : Nur Fajriyah (R)
Student : Endang
Day/ Date : Friday/ 5th April 2013
Time : After the English lesson
Location : Classroom of grade XI MA Al-ianah

- R : Permissi dek ganggu waktunya bentar?
 S : “Ya miss kenapa?”
 R : Boleh interview bentar gak?
 S : Boleh....
 R : “Tadi belajar bahasa Inggris pake diskusi ya?”

- S : “Iya miss”
 R : “Suka gak dek?”
 S : “Suka, lebih asik dong”
 R : “menarik nggak materinya?”
 S : “Bagus miss...”
 R : “Kalo sama bahasanya ngerti?”
 S : “Ngerti, bahasa gampang, kan ada gambarnya juga”.
 R : “Ok deh dek thank you.”
 S : “sama-sama miss...”

(Int.5)

Interview with students of grade XI

- Researcher** : Nur Fajriyah (R)
Student : Rizky
Day/ Date : Friday/ 5th April 2013
Time : After the English lesson
Location : MA Al-ianah Playen

- R : “Halo Rizky, gimana discussion tasksnya hari ini?”
 Deni : “Tersenyum.”
 R : “Gimana, senang tidak?”
 Deni : “Senang, Miss”
 R : “Senang saja atau bisa mengikuti juga? Coba menurut Rizky gimana tadi diskusinya?”
 Deni : “Senang, tapi aku tadi gak bisa ngomong yang ekspresinya itu lho Miss. Apa tadi Miss?”
 R : “Oh yang itu “you are absolutely right!” yang itu?”

Deni : “Iya yang itu”

R : “Terus, tugas diskusinya membantu kamu nggak tadi selama pembelajaran speaking?”

Deni : “Iya, sedikit Miss.”

R : “Membantu gimana?”

Deni : “Ya bisa ngomong Bahasa Inggris dengan lebih baik gitu Miss, hahaha..”

R : “Oke deh, Makasih ya.”

(Int.6)

Interview with students of grade XI

Researcher : Nur Fajriyah (R)

Student : Irvan Nugroho

Day/ Date : Monday/ 8th April 2013

Time : After the English lesson

Location : Classroom of grade XI MA Al- ianah

R : “Hey...Irvan, suka gak dengan diskusi hari ini?”

S : “Seneng tapi malu Miss, gak bisa ngomong lancar.”

R : “Kenapa malu?”

S : “Iya, kalau giliranya gitu kan grogi mau ngomong apa. Jadi malu, Miss.”

R : “kalau salah kan gak kena marah, jadi kenapa malu?”

S : “Iya, tetep aja malu, tapi seneng kok.”

(Int.7)**Interview with students of grade XI**

Researcher : Nur Fajriyah (R)
Student : Zulfikri
Day/ Date : Monday/ 8th April 2013
Time : After the English lesson
Location : Classroom of grade XI MA AL- Ianah

R : Permissi dek ganggu waktunya bentar?
S : “Ya miss kenapa?”
R : Boleh interview bentar nggak?
S : Boleh....
R : “Oke Zul, bagaimana pelajaran Bahasa Inggris tadi?”
S : “Asyik..Miss”
R : “Sewaktu berdiskusi dengan teman tadi bicaranya lancar tidak?”
S : “Ehm... sempat bingung juga tadi Miss, tapi kan bisa tanya-tanya teman kalau gak tau bahasa inggrisnya, jadi ya bisa Miss.”
R : “Zulki, waktu berdiskusi tadi kamu semangat tidak?”
S : “Semangat banget Miss, karena teman-teman juga pada semangat berdiskusi.”
R : “OK terima kasih ya”
S : “sama-sama miss”

(Int.8)**Interview with students of grade XI**

Researcher : Nur Fajriyah (R)
Teacher : Vina ariyani S.Pd
Day/ Date : Monday/ 8th April 2013
Time : After the English lesson
Location : Teacher's room of XI MA AL- Ianah

R : "Ibu kemarin dan tadi saya sudah melakukan wawancara dengan beberapa siswa dari kelas XI MA"

T : "Ya, bagaimana hasilnya?"

R : " Dari hasil wawancara, rata- rata mereka senang dengan metode yang di pakai dalam proses pelajaran bahasa inggris kemarin bu"

T : "iya bisa kelihatan dari antusiasme murid- murid mbak."

R : "Lalu saya Tanya, apakah mereka senang dengan metode yang di pakai kemarin, mereka mengatakan bahwa mereka merasa pede jika bekerja kelompok"

T : "Lalu bagaimana dengan discussion task nya sendiri mbak?"

R : "Mereka sangat senang bu, karena menambah percaya diri di untuk mengungkapkan sikap mereka terhadap situasi yang diberikan dan merasa nggak bosan di kelas."

T : "Lalu untuk selanjutnya mbak mau pakai metode apa lagi, ada penambahan tidak?"

R : "Menurut saya kita tetap memakai metode yang kemarin dan kita tambahkan gambar-gambar beberapa keadaan atau peristiwa saja bu, soalnya kalau ramai- ramai presentasi di depan kelas, tiap anak kurang maksimal untuk berbicara"

T : "Baik mbak, saya tunggu RPP untuk pertemuan selanjutnya"

R : "Trimakasih ibu atas waktunya"

T : “sama- sama mbak.”

(Int.9)

Interview with students of grade XI

Researcher : Nur Fajriyah (R)

Student : Martino

Day/ Date : Wednesday/ 10th April 2013

Time : After the English lesson

Location : Classroom of grade XI MA AL-Ianah Playen

R : “ Mar, Bagaimana tadi tugasnya?”

S : “Asik Miss, aku senang, hehe.”

R : “Bagaimana dengann proses belajarnya, tambah mudah gak?”

S : “iya Miss. Jadi lebih ngerti gitu Miss, soalnya kan di diskusikan bareng-bareng jadi bisa saling ngajarin Miss. Jadi mudah mudengnya.”

R : “OK mar, terima kasih”

S : “Sama-sama miss”

(Int.10)

Interview with students of grade XI

Researcher : Nur Fajriyah (R)

Student : Heru

Day/ Date : Wednesday/ 10th April 2013

Time : After the English lesson

Location : Classroom of grade XI MA AL- Ianah Playen.

R : “Dek ganggu sebentar ya buat interview?”

S : “Iya miss...”

- R : “Bagaimana pelajaran hari ini? Apakah bisa mengikuti dan apakah menarik?”
- S : “Ya lumayan miss menyenangkan...”
- R : “Kalau mengenai diskusi mengungkapkan ekspresi untuk gambar-gambar beberapa peristiwa tadi gimana?”
- S : “Sekarang sudah mulai terbiasa miss, karena sudah sering”.
- R : “Berarti sudah lancar sekarang kalau di suruh diskusi dan menyatakan pendapat?”
- S : “iya miss, lebih dari pertemuan sebelumnya walau masih campur pakai bahasa Indonesia kalau enggak tau vocabnya.”
- R : “Oke terimakasih dek.”

(Int.11)

Interview with students of grade XI

- Researcher** : Nur Fajriyah (R)
- Student** : Muhammad yassin
- Day/ Date** : Wednesday/ 10th April 2013
- Time** : After the English lesson
- Location** : Classroom of grade XI MA AL- Ianah Playen

- R : “Dek minta waktunya sebentar ya.”
- S : “Boleh mbak.”
- R : “Gimana pelajaran bahasa inggris hari ini, bisa ngikutin enggak?”
- S : “Lumayan mbak, asik.”
- R : “Di suruh ngapain aja tadi?”
- S : “diskusi kelompok miss.”
- R : “Suka enggak diskusi?”
- S : “Suka miss, soalnya dulu jarang banget.”
- R : “Ada kesulitan enggak?”

- S : “Ya ada lah miss, kalau enggak tau vocabnya dan nggak pede mau ngomong.”
- R : “Gimana solusinya?”
- S : “Tanya temen miss, kan rame- rame.”
- R : “Ok, terimakasih ya.”
- S : “Sama- sama miss.”

(Int.12)

Interview with students of grade XI

- Researcher : Nur Fajriyah (R)**
- Student : Muhammad Zainuri**
- Day/ Date : Saturday/ 13th April 2013**
- Time : After the English lesson**
- Location : Classroom of grade XI MA AL- Ianah Playen.**

- R :Menurut Zen, diskusi kali ini dengan topic expressing love and sadness?
- S :Menarik, Miss. Apalagi ada kata-kata yang membantu, jadi termotivasi untuk ngomong.
- R :Waktu menjawab pertanyaan dari kelompok tadi Zen menggunakan ekspresi-ekspresi yang benar tidak?
- S :Iyalah Miss. Sekelompok tadi pada pakai ekspresi itu.
- R :Setelah menggunakan discussion tasks beberapa kali, Zen merasa mengalami peningkatan lebih baik tidak dalam speaking skill?
- S :Iya, Miss..,

- R** : Apakah kelas speaking menggunakan discussion tasks ini membuat kamu semangat belajar speaking?
- S** : Hmm... iya miss jadi tambah semangat daripada sebelum-sebelumnya.
- R** : “Oke, terima kasih ya zen...”
- S** : “iya miss,,,sama-sama”

(Int.13)

Interview with students of grade XI

- Researcher** : Nur Fajriyah (R)
- Student** : Muhammad Tri
- Day/ Date** : Saturday/ 13th April 2013
- Time** : After the English lesson
- Location** : Classroom of grade XI MA AL- Ianah Playen.

- R** : “Hey..gimana perasaannya belajar hari ini?”
- S** : “Senang, Miss.”
- R** : “Senangnya gimana?”
- S** : “Ya senang, bisa diskusi lebih lancer dan lebih baik Miss, gak kayak kemarin-kemarin,hehe..”
- R** : “Lancar bagaimana?”
- S** : “Ya, bisa menggunakan ekspresi-ekspresi yang Miss jelaskan tadi, jadi bisa ngomong Miss, jadi senang deh, hehe.”
- R** : “hehe..Ok deh, terus kamu merasa nyaman tidak dengan pembelajaran speaking yang seperti ini?”
- S** : “Lebih nyaman Miss dari pada yang sudah-sudah. Ini kita bisa bebas berekspresi, terus gak tegang Miss.”

R : “Makasih ya.”

S : “Iya mis, sama-sama”

INTERVIEW GUIDELINES

Here are some questions that the researcher wants to ask to the students and the teacher before and during the implementation of discussion task to improve English teaching-learning speaking.

A. In the reconnaissance process

1. Guru bahasa Inggris
 - a. Menurut pendapat Anda, apakah siswa-siswa di MA AL- Ianah Playen ini menyukai mata pelajaran bahasa Inggris?
 - b. Apa kesulitan terbesar siswa dalam belajar bahasa Inggris?
 - c. Apakah speaking penting untuk siswa MA?
 - d. Bagaimana kemampuan berbicara siswa kelas XI di MA AL- Ianah, Playen, Gunung Kidul?
 - e. Apa usaha Anda untuk meingkatkan kemampuan berbicara siswa?
2. Siswa
 - a. Apakah kamu senang belajar bahasa Inggris?
 - b. Bagaimana kegiatan di kelas bahasa Inggris?
 - c. Kegiatan yang seperti apa yang kamu sukai untuk belajar bahasa Inggris?
 - d. Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?
 - e. Apa usaha kamu untuk menghadapi kesulitan tersebut?

B. During the implementation of the actions

Cycle I

1. Guru bahasa Inggris
 - a. Bagaimana penilaian Anda terhadap kemampuan siswa di Cycle I ini?
 - b. Apa sajakah kekurangan yang ada di Cycle I ini?

- c. Kemajuan apa yang dicapai siswa dalam cycle ini?
- d. Apa saran Ibu untuk cycle berikutnya?
- e. Apakah siswa menyukai kegiatan discussion tasks?

2. Siswa

- a. Apa pendapat kamu mengenai kegiatan di kelas bahasa Inggris selama ini?
- b. Apakah kamu menyukai kegiatan diskusi?
- c. Apakah discussion task membantu kamu dalam belajar berbicara dalam bahasa Inggris?
- d. Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?
- e. Apa usaha kamu untuk menghadapi kesulitan tersebut?

Cycle II

1. Guru bahasa Inggris

- a. Bagaimana penilaian Anda terhadap kemampuan siswa di Cycle II ini?
- b. Apa sajakah kekurangan yang ada di Cycle II ini?
- c. Kemajuan apa yang dicapai siswa dalam cycle ini?
- d. Apa saran Ibu untuk cycle kegiatan semacam ini?
- e. Apakah siswa menyukai discussion tasks?

2. Siswa

- a. Apa pendapat kamu mengenai kegiatan di kelas bahasa Inggris selama ini?
- b. Apakah kamu menyukai discussion sebagai media pembelajaran?
- c. Apakah discussion tasks membantu kamu dalam belajar berbicara dalam bahasa Inggris?
- d. Apa pendapat kamu mengenai kegiatan di kelas bahasa Inggris selama ini?
- e. Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar bahasa Inggris dengan menggunakan discussion task?
- f. Kesan apa yang kamu dapat dari menggunakan discussion task?

OBSERVATION SHEET

Date :

Class :

Participants :

No	Observation Aspects	Description of the Observation
A	Set of Teaching-learning Activity	
	1. Curriculum	
	2. Syllabus	
	3. Lesson Plans	
B	Teaching-learning Process	
	1. Lead-in	
	2. Explanation	
	3. Teaching Method	
	4. Language	
	5. Time Allocation	
	6. Movements	
	7. Motivating the Students	
	8. Asking Technique	

	9. Classroom Management	
	10. Teaching Aids	
	11. Evaluation	
	12. Closing	
C	Students Behaviour	
	1. In the Classroom	
	2. Outside the Classroom	

Cycle	Competence Standard	Basic Competence	Indicator	Language focus	Teaching Activities	Time	Media
1	Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta , dan menyatakan perasaan sedih	3. Students are able to use the expression of love. 4. Students are able to respond love expression.	Example: Ardi: Look, I want to say something. Mirna: What is that? Ardi: I love you. Would you be my girl friend? Mirna: Oh.....I love you too Andi. Expression of love: <ul style="list-style-type: none"> • I love you • I love you too • I'll never stop loving you • I will always love you • I really love you and I always will • I truly love you endlessly • You are my whole world 	<ul style="list-style-type: none"> • Giving example of expression of love • Discussing the love expression in the song in group. • Presenting the result of the discussion in front of the class. 	2 x 45	<p>Dialogue text</p> <p>Doddy, A., Sugeng, A., dan Effendi. 2008. <i>Developing English Competencies 2: for Senior High School (SMA/MA) Grade XI</i>. Jakarta: Depdiknas</p> <p>Look ahead 2 An English Course for Senior High School Year XI Sudarwati, Th. M, dkk</p>
1	Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	5. Students are able to use sad expression 6. Students are able to respond to the expression of sadness.	<p>Mother : What's the matter with you? You look so sad. Santi: I just don't know what to do. I have studied hard but I failed to enter the University, Mom. Mother: <u>It's alright, Dear</u>. There must be another way.</p> <p>Expressing sadness</p> <ul style="list-style-type: none"> • I feel so sad. • My heart is so burdened • Oh, I just don't know what to do • I'm feeling bad at this time <p>Responses</p> <ul style="list-style-type: none"> • Come on! It can't be as bad as you think • I'm so sad to hear it. • It's alright 	<ul style="list-style-type: none"> • Giving example of expression of sadness • Showing pictures and the students are guessing the most appropriate sadness based on the picture. 	2 x 45	<p>pictures</p> <p>Doddy, A., Sugeng, A., dan Effendi. 2008. <i>Developing English Competencies 2: for Senior High School (SMA/MA) Grade XI</i>. Jakarta: Depdiknas</p> <p>Look ahead 2 An English Course for Senior High School Year XI Sudarwati, Th. M, dkk</p>

2	<p>Berbicara</p> <p>9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>9.3 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p>	<p>7. Students are able to use expression of agreement and disagreement .</p> <p>8. Students are able to respond expression of agreement and disagreement.</p>	<p>Expression of agreement Garry: I think sending sms is more practice than write a letter.</p> <p>Larry: Yuup, that's quite true.</p> <p>Expression of disagreement</p> <p>Ellen: Do you think browsing on the internet is difficult?</p> <p>Anna: I don't think so. We just need more practice.</p> <p>Expression of agreement</p> <p>9. Yes I agree 10. I quite agree 11. You are absolutely right! 12. I'm exactly the same opinion 13. I have the same idea as you 14. I think so. 15. I'm with you.</p> <p>Expression of disagreement</p> <ul style="list-style-type: none"> • I don't agree • I doubt it • I'm afraid I entirely disagree • I cant agree • I don't think it's very good • Uhhh I don't think so • Surely not. 	<ul style="list-style-type: none"> • Giving example of expression of agreement and disagreement. • Asking students to give their opinion based on provided situation. • Asking students to make a short dialogue based on provided situation and playing the role in front of the class. 	2 x 45	<p>sound recording.</p> <p>Look ahead 2 An English Course for Senior High School Year XI Sudarwati, Th. M, dkk</p>
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APPENDIX C

COURSE GRID AND LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas

SMA : MA Al-IAnah Playen
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2

B. Standar Kompetensi : Berbicara

9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

C. Kompetensi Dasar : 9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu.

D. Indikator : 1. Menggunakan tindak tutur menyatakan sikap terhadap sesuatu.
 2. Merespon tindak tutur menyatakan sikap terhadap sesuatu.

E. Tujuan Pembelajaran

Pada akhir pelajaran siswa diharapkan dapat:

1. menggunakan tindak tutur menyatakan sikap setuju dan tidak setuju terhadap sesuatu dengan benar.
2. merespon tindak-tutur menyatakan sikap setuju dan tidak setuju terhadap sesuatu dengan benar.

F. Materi Pembelajaran:

Express attitude (giving agreement and disagreement)

1. Text

Teks lisan dialog ekspresi menyampaikan pernyataan setuju dan tidak setuju

Situation 1

In a newly opened mall, Sofi a meets her best friend, she brings some new books that she has bought.

Aldi : Hi, Rani! Where have you been?

Rani : Hi, Aldi! I've just come out from the bookstore on the third floor.

Aldi : Did you buy any books?

Rani : Yes, one story book and two textbooks for my little brother. By the way, what do you think of this new mall?

Aldi : The way I see it, it's amazing. It is the biggest mall in town, isn't it?

Rani : That's right. I reckon the facilities make the customers satisfied.

Situation 2

In a meeting, Mr Rizal Bakri and his colleagues are arguing about their opinions on the right time to publish their books.

Mr Fuad : The best time to publish our books is at the end of next month.
Students need them soon.

Mr Bakri : Have you any comment on this matter, Mr Adam?

Mr Adam : I consider that we still have to make several improvements about some aspects. So we need at least two more months to publish. We needn't to be in a rush.

Mr Fuad : How about the customers?

Mr Adam : I'm convinced that the customers will have the books on time.
It will not be late.

Mr Bakri : I agree with Mr.Adam's view.

Mr Adam : Thank you for your approval, Sir.

Mr Bakri : OK, we will be ready to publish our books within two months.

2. Expressions

Use these following expressions to express attitude (the agreement and disagreement)

Expression of agreement	Expression of disagreement
a. Yes I agree b. I quite agree c. You are absolutely right! d. I'm exactly the same opinion e. I have the same idea as you f. I think so. g. I'm with you.	a. I don't agree b. I doubt it c. I'm afraid I entirely disagree d. I can't agree e. I don't think it's very good f. Ummm I don't think so g. Surely not.

Examples:**1. Expression of agreement**

Garry: I think sending sms is more practice than write a letter.

Larry: Yuup, that's quite true.

2. Expression of disagreement

Ellen: Do you think browsing on the internet is difficult?

Anna: I don't think so. We just need more practice.

G. Alokasi Waktu: 4x45 menit**H. Metode Pembelajaran**

Genre Based Approach (BKOF, MOT, JCOT, and ICOT)

I. Langkah – langkah pembelajaran**1. Pertemuan 1**

- Kegiatan Pendahuluan
 - a. Guru memberi dalam dan mengecek kehadiran siswa.
 - BKOF: guru memberikan arahan/ *eliciting* mengenai materi yang akan diajarkan (*eliciting: Do you often debate with your friends? What do you say to respond to someone's opinion? How do you feel when someone disagrees with your opinion? What do you usually say when someone agrees with your opinion*)
- Kegiatan Inti
 - MOT
 - a. Guru memberikan contoh dialog dengan menggunakan *expression of agreement dan disagreement* kepada siswa dan

meminta dua orang siswa untuk membacakannya secara berpasangan.

- b. Guru memutarakan rekaman percakapan *native speakers* yang menggunakan *Expression of Agreement and Disagreement*
- c. Guru bersama-sama siswa membahas teks percakapan tersebut dan menjelaskan mengenai penggunaan *expression of agreement and disagreement* dalam penyampaian sikap mereka terhadap sesuatu.

➤ JCOT

- a. Guru menerapkan **discussion task** dengan meminta siswa untuk berdiskusi dengan teman sebangkunya untuk menjawab pertanyaan-pertanyaan yang berkaitan dengan penggunaan *expressing of agreement and disagreement*
- Kegiatan Penutup
 - a. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.
 - b. Guru menutup pelajaran.

2. Pertemuan 2

- Kegiatan Pendahuluan
 - a. Guru memberi salam dan mengecek kehadiran siswa.
 - b. Guru mengecek pemahaman siswa tentang materi yang telah dipelajari sebelumnya.

- Kegiatan Inti

- ICOT

- a. Guru meminta siswa secara individu untuk menyebutkan expression of agreement and disagreement dari pertemuan sebelumnya.
- b. Beberapa siswa diminta untuk mempraktekkan hasil diskusi kelompok mereka tentang pernyataan sikap mereka dari pertemuan sebelumnya yang telah lengkap dengan menggunakan kalimat mereka sendiri di dalam kelompok masing-masing. Kemudian guru dan siswa bersama-sama membahas tentang cerita dalam gambar-gambar tersebut.

- JCOT

- a. Guru menerapkan **discussion tasks** dengan menyuruh siswa untuk membentuk 5 kelompok dengan masing-masing kelompok terdiri dari 4-5 orang. Kemudian guru memberikan beberapa issue yang sedang terjadi di lingkungan sekitar baru-baru ini. Kemudian siswa diminta untuk mempelajari dan mendiskusikan tentang beberapa issue tersebut.
- b. Siswa diminta untuk mengemukakan sikap nya terhadap issue-issue yang diberikan dengan menggunakan expressions of agreement and disagreement yang sesuai.

- ICOT

- a. Beberapa siswa secara individu diminta untuk mengemukakan hasil diskusi kelompok mereka tersebut dengan menggunakan kalimat mereka sendiri, sedangkan kelompok lain menyimak.

- b. Guru dan siswa membahas bersama-sama tentang isi dari teks tersebut dan menjawab pertanyaan-pertanyaan tersebut.

- Kegiatan Penutup
 - a. Guru mengevaluasi penampilan siswa dengan memberikan *feedback* terutama pada *pronunciation* mereka.
 - b. Guru menanyakan kesulitan siswa pada pertemuan ini, kemudian me-review materi yang telah dipelajari.
 - c. Guru menutup pelajaran.

J. Alat / Bahan / Sumber Bahan:

Doddy, A., Sugeng, A., dan Effendi. 2008. *Developing English Competencies 2: for Senior High School (SMA/MA) Grade XI*. Jakarta: Depdiknas.

Samekto, Cecilia G. 2009. *Practical Conversation*. Yogyakarta: Penerbit Kanisius.

Sudarwati, Th.M.,dkk. 2007. *Look Ahead 2 An English Course for Senior High School YearXI*. Jakarta. Penerbit Erlangga.

K. Penilaian:

- Performatif
- Pedoman penilaian : speaking rubrics scoring (terlampir)
- Teknik :oral test
- Form : speaking production
- Instrument : tasks

- Pedoman penilaian:
 1. Siswa diberikan nilai 1-5 untuk setiap kategori
 2. Skor maksimal: 30
 3. Nilai maksimal: 10

$$\text{Maximum grade: } \frac{\text{gained score}}{3}$$

Activity 1

Work in pairs. Complete these dialogues with appropriate expressions.

1. *Mr.Diki asked Mrs.Lina to dinner. But she has to take her mother to see a doctor after work.*
 - Mr Diki : What do you think about having dinner tonight?
 - Mrs.Lina : _____
2. *Mrs Tuti heard Miss Dessy watch students during afternoon activities. Mrs Tuti wants to know about her students.*
 - Mrs.Tuti : _____
 - Miss.Dessy : Well. I reckon that students had trained seriously before the headmaster came to see them.
3. *Hani and Dewi were discussing math questions. One of the questions was answered differently.*
 - Hani : OK. The answer is 210.
 - Dewi : Oh no _____ . I think the answer is 21.
 - Hani : I am along with you. I miscounted. Thanks.

4. Naning : The capital city of Malaysia is Kuala Lumpur. What is the capital of the Netherlands?

- Candra : Dutch.
- Naning : No. _____ with you. Dutch is the language of the Netherlands. I think it is Amsterdam.

Activity 2

Now complete these pairs of dialogue with the appropriate expressions in a group of four.

1. Sarto : _____ ?

Dessy : Yes, I think so. I reckon that Herman is not lazy, but he has come late.

2. Guest : _____ ?

Erni : Sure. Take a taxi from here. The taxi driver will take you to the place you want to.

3. Etty : Do you object picking me up at nine?

Krisna : Sure. don't wait for each other. We should leave on time.

4. Wina : Daddy ?

Father : Alright. Take your brother, and don't come late.

Wina : Thank you.

Activity 3

Do you agree or disagree with the following statements. Give your reasons. Discuss in groups.

1. Children are not allowed to work.
2. Social status guaranties our welfare.
3. Health is not everything, but without health everything becomes nothing.
4. Street children do not get the right to have welfare.

5. The student s of natural science programs have a better future than those of other programs.

Rubrics scoring

No	Name	Grammar				
		1	2	3	4	5
		Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.

No	Name	Vocabulary				
		1	2	3	4	5
		Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.

No	Name	Comprehension				
		1	2	3	4	5
		Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

No	Name	Fluency				
		1	2	3	4	5
		No specific fluency description. Refer to other four language areas for implied level of fluency.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

No	Name	Pronunciation				
		1	2	3	4	5
		Errors in pronunciation are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Accent is intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.

No	Name	Task				
		1	2	3	4	5
		Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell me).	Able to satisfy routine social demands and work requirements; needs help in handling any complications or difficulties.	Can participate effectively in most formal and informal conversation on practical, social, and professional topics. Can participate effectively in communicate with other people based on related topics.	Would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from end into language.	Speaking proficiency equivalent to that of an educated native speaker.

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas

SMA : MA Al-Ianah Playen
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2

B. Standar Kompetensi : Berbicara

9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjutan (*sustained*) dalam konteks kehidupan sehari-hari.

C. Kompetensi Dasar : 9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (*bersosialisasi*) resmi dan berlanjutan (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan cinta, dan menyatakan perasaan sedih.

D. Indikator : 1. Menggunakan tindak tutur menyatakan perasaan cinta dan sedih.
 2. Merespon tindak tutur menyatakan perasaan cinta dan sedih.

E. Tujuan Pembelajaran

Pada akhir pelajaran siswa diharapkan dapat:

1. Menggunakan tindak tutur menyatakan perasaan cinta dan sedih.
2. Merespon tindak tutur menyatakan perasaan cinta dan sedih.

F. Materi Pembelajaran:

Expression of love and sadness

1. Text

Mr.Dodi : My dear, I'll possibly return home late.

Mrs.Dodi : Is there an urgent meeting at your office, my dear?

Mr.Dodi : Yeah. Don't you remember? It's the last week in the month. I should finish my monthly report soon.

Mrs.Dodi : OK then. But I won't open the door for you if you come home at midnight.

Mr.Dodi : What about coming home early in the morning? So, I won't disturb you.

Mrs.Dodi : Never mind. If you don't love me anymore, just leave me alone.

Mr.Dodi : Honey, what do you mean? I don't understand. Frankly speaking, I love you so much. So how can I leave you?

Mrs. Dodi : Huh....

Mr.Dodi : Come on, forgive me please, won't you?

Mrs.Dodi : Forget it. I'm just kidding. Actually I can't take my eyes off of you because I don't want you to leave me. You know how sorrowful my life will be if you leave

Expressions of Love

<ul style="list-style-type: none"> • I love you • I love you too • I'll never stop loving you • I will always love you 	<ul style="list-style-type: none"> • I really love you and I always will • I truly love you endlessly • You are my whole world
--	---

Expressions of Sadness

Expressing sad	Responses
<ul style="list-style-type: none"> • I feel so sad. • My heart is so burdened • Oh, I just don't know what to do • I'm feeling bad at this time 	<ul style="list-style-type: none"> • Come on! It can't be as bad as you think • I'm so sad to hear it. • It's alright.

Sad Synonyms	
Blue	Gloomy
Depressed	Glum
Down	Moody
Forlorn	Solemn
Woeful	

Contoh penggunaan *expression of sadness* dalam dialog:

Mother : What's the matter with you? You look so sad.

Santi : I just don't know what to do. →

Expression of sadness

I have studied hard but I failed to enter the University, Mom.

Mother : It's alright, Dear. → There must be another way.

Response of the sadness

G. Alokasi Waktu: 2x40 menit

H. Metode Pembelajaran

Genre Based Approach (BKOF, MOT, JCOT, ICOT)

I. Langkah – langkah pembelajaran

L. Langkah – langkah pembelajaran

1. Pertemuan 1

- Kegiatan Pendahuluan
 - a. Guru memberi dalam dan mengecek kehadiran siswa.
 - BKOF: guru memberikan arahan/ *eliciting* mengenai materi yang akan diajarkan dan meminta siswa untuk mempersiapkan diri (*eliciting: (Whom should we express our love to? Have you ever told somebody that you love him/her? What did you say? What do you want to do when you feel sad? Is it better for you to tell someone that you feel sad or you just keep it? Why is it so?)*)
- Kegiatan Inti
 - MOT
 - i. Guru memberikan contoh dialog dengan menggunakan *expression of love and sadness* kepada siswa dan meminta dua orang siswa untuk membacakannya secara berpasangan.
 - ii. Guru memutarakan rekaman percakapan *native speakers* yang menggunakan *Expression of love Sadness*
 - iii. Guru bersama-sama siswa membahas teks percakapan tersebut dan menjelaskan mengenai penggunaan *expression of love sadness* dalam penyampaian perasaan sedih mereka.

➤ JCOT

- b. Guru menerapkan **discussion task** dengan memberikan beberapa pertanyaan kemudian siswa diminta untuk membuat cerita dari pertanyaan dan jawaban yang telah mereka susun tersebut menggunakan *expression of love* yang sesuai. Siswa diminta untuk berdiskusi dengan kelompok kecil yang terdiri dari 4 orang.

➤ ICOT

1. Siswa diminta untuk membacakan hasil cerita lengkap yang telah mereka buat dan mengungkapkan respon terhadap gambar dan situasi yang telah diberikan dalam kelompok kecilnya. Siswa dari kelompok lain menyimak hasil dari diskusi kelompok lain. Mana yang akan menjadi cerita paling bagus dan mana yang akan menjadi cerita paling lucu dari masing-masing kelompok.

- Kegiatan Penutup

- a. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.
- b. Guru menutup pelajaran.

2. Pertemuan 2

- Kegiatan Pendahuluan

- c. Guru memberi salam dan mengecek kehadiran siswa.
- d. Guru mengecek pemahaman siswa tentang materi yang telah dipelajari sebelumnya.

- Kegiatan Inti

➤ JCOT

- a. Siswa diberikan situasi lengkap dengan gambarnya. Kemudian meminta siswa untuk berdiskusi dengan teman kelompoknya

untuk menentukan *expression of sadness* yang akan digunakan untuk memberikan respon yang sesuai jika mereka berada dalam situasi-situasi seperti gambar tersebut.

➤ ICOT

- a. Guru menerapkan **discussion tasks** dengan menyuruh siswa untuk membentuk 5 kelompok dengan masing-masing kelompok terdiri dari 4-5 orang. Beberapa siswa diminta untuk mempraktekkan hasil diskusi kelompok kecil mereka tentang ekspresi yang digunakan untuk merespon gambar beberapa situasi yang diberikan di depan kelas menggunakan ekspresi-ekspresi yang sesuai seperti yang telah di ajarkan. Kemudian guru dan siswa bersama-sama membahas tentang cerita dalam gambar-gambar tersebut.

J. Alat / Bahan / Sumber Bahan:

- Doddy, A., Sugeng, A., dan Effendi. 2008. *Developing English Competencies 2: for Senior High School (SMA/MA) Grade XI*. Jakarta: Depdiknas.
- Pictures
- Sudarwati, Th.M.,dkk. 2007. *Look Ahead 2 An English Course for Senior High School YearXI*. Jakarta. Penerbit Erlangga

M. Penilaian:

- Performatif
- Pedoman penilaian : speaking rubrics scoring (terlampir)
- Teknik :oral test
- Form : speaking production
- Instrument : tasks
- Pedoman penilaian:

Siswa diberikan nilai 1-5 untuk setiap kategori

Skor maksimal: 30

Nilai maksimal: 10

a. Maximum grade: $\frac{\text{gained score}}{3}$

Activity 1

Work in group and answer each question to make a story. Then, find out how the story goes on

- Each member writes the answer to the question
- One member reads the answers as a complete story. Which group has the best story? Which has the funniest?

The Romantic Story

- Who was the woman?
- Where did the woman go on holiday and who did she go with?
- Where did they stay?
- Who was the man?
- Where did the woman meet the man?
- What did the man say to the woman?
- Where did the man and the woman go together?
- At the end of their holiday, what did the woman decide to do?
- What happened next to the man and the woman?
- How did it end?

Activity 2

Give the appropriate sad expression if you were in these situations



You failed in the last examination



Your lovely family was died
because of an earthquake.



Your girlfriend has an affair with
your best friend.



Your whole money for paying
SPP, license card and your new
hand phone was being stolen.

Activity 3

With a partner, make a dialogue based on the following situations and act it out.

1 . You express your love to your mother and thank her for everything she has done.

B. Give the appropriate respond if your friend were in these situations

Your friend lost her lovely cat.



Your friend failed to enter UGM



Your sister was dead in an accident.



Speaking Rubrics

No	Name	Grammar				
		1	2	3	4	5
		Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.

No	Name	Vocabulary				
		1	2	3	4	5
		Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.

No	Name	Comprehension				
		1	2	3	4	5
		Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

No	Name	Fluency				
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		No specific fluency description. Refer to other four language areas for implied level of fluency.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

No	Name	Pronunciation				
		1	2	3	4	5
		Errors in pronunciation are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Accent is intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.

No	Name	Task				
		1	2	3	4	5
		Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell me).	Able to satisfy routine social demands and work requirements; needs help in handling any complications or difficulties.	Can participate effectively in most formal and informal conversation on practical, social, and professional topics. Can participate effectively in communicate with other people based on related topics.	Would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from end into language.	Speaking proficiency equivalent to that of an educated native speaker.

APPENDIX

SCORE OF POST TEST

SCORE OF POST TEST 1

	Grammar	Vocab	comprehension	fluency	pronoun	task	score
Agus Iswanto	4	5	4	3	4	5	8,3
Anggi Yhana	3	4	5	4	3	5	8
Bahrul A.	4	5	4	5	3	4	8,3
Fitriyanto	4	5	3	4	5	4	8,3
Gigih P.	3	4	3	4	5	3	7,3
Heru S.	4	4	3	3	4	3	7,0
Indah P.	3	3	5	4	3	3	7,0
Irvan N.	2	4	3	4	4	4	7,0
Istiqomah	4	4	5	5	3	4	8,3
Martino	2	5	4	3	3	5	7,3
Muasil	3	5	3	4	4	3	7,3
M. Tri Prasajo	4	3	5	4	3	4	7,6
M. Yassin	3	3	5	4	4	3	7,3
M. zainuri	3	4	3	5	4	4	7,6
Nurjanah	4	3	5	4	5	4	8,3
Puji Asinah	3	4	5	4	4	5	8,6
Rakib	4	4	5	4	4	4	8,3
R. Bayu Pratama	3	5	4	4	3	3	7,3
Trio Febriyadi	3	4	4	3	4	5	7,6
Yuni N.	3	5	3	4	4	4	7,6
Yuni Windri A.	4	5	4	3	5	4	8,3
Zulfikri A.	3	3	4	5	4	3	7,3
Tri widiono	4	4	4	5	3	3	7,6

SCORE OF POST TEST 2

Nama	Grammar	Vocab	comprehension	fluency	pronoun	task	score
Agus Iswanto	4	5	5	3	5	5	9
Anggi Yhana	3	4	5	4	4	5	8,6
Bahrul A.	4	5	5	3	5	5	9
Fitriyanto	5	5	4	5	3	5	9
Gigih P.	3	4	5	4	3	5	8
Heru S.	4	3	5	4	3	4	7,6
Indah P.	3	4	4	5	4	3	7,6
Irvan N.	4	4	3	4	5	3	7,6
Istiqomah	4	5	5	3	5	5	9
Martino	3	4	5	4	3	5	8
Muasil	4	3	5	3	5	4	8
M. Tri Prasajo	4	5	4	3	5	4	8,3
M. Yassin	3	4	5	4	3	5	8
M. zainuri	4	5	3	4	4	5	8,3
Nurjanah	4	5	5	4	3	5	9
Puji Asinah	4	5	5	4	5	5	9,3
Rakib	5	5	4	5	3	5	9
R. Bayu Pratama	3	4	5	4	3	5	8
Trio Febriyadi	4	5	4	3	5	4	8,3
Yuni N.	4	5	3	4	4	5	8,3
Yuni Windri A.	4	5	5	3	5	5	9
Zulfikri A.	3	4	5	4	3	5	8
Tri widiono	3	5	4	4	5	4	8,3

APPENDIX E

QUESTIONARE

A QUESTIONNAIRE OF SPEAKING LEARNING PROCESS

Nama : _____

Kelas/no.presensi : _____

Kuesioner di bawah ini untuk mengetahui sejauh apa keberhasilan ‘Speaking Learning Process through Discussion Tasks’ yang sudah anda lakukan di kelas.

Silahkan pilih jawaban yang paling tepat menurut anda dengan memberi tanda silang (X)

1. Apakah anda senang dengan pembelajaran menggunakan ‘discussion tasks’?
 - a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____
2. Apakah anda jadi termotivasi belajar speaking dengan menggunakan ‘discussion tasks’?
 - a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____

3. Apakah anda mengalami kesulitan belajar bahasa inggris sebelum menggunakan 'discussion tasks'?
- a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____
4. Apakah kemampuan speaking anda mengalami peningkatan setelah melakukan proses pembelajaran dengan menggunakan 'discussion tasks'?
- a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____
5. Apakah anda merasa 'discussion tasks' itu sulit?
- a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____
6. Apakah proses belajar dengan 'discussion tasks' sudah lebih baik daripada proses belajar sebelumnya?
- a) Ya
 - b) Tidak
 - c) Cukup

- d) Lainnya, _____
7. Apakah dengan adanya 'discussion tasks' anda tidak mengalami kesulitan lagi di dalam kelas pembelajaran menggunakan bahasa inggris?
- a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____
8. Apakah menurut anda 'discussion tasks' itu menyenangkan ketika digunakan dalam pembelajaran speaking?
- a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____
9. Apakah dengan adanya 'discussion tasks' anda terbantu dalam mengungkapkan apa yang anda ingin bicarakan?
- a) Ya
 - b) Tidak
 - c) Cukup
 - d) Lainnya, _____

DATA YANG DIPEROLEH DARI QUESTIONNAIRE

No	Pertanyaan dalam questionnaire	Jawaban
1.	Apakah anda senang dengan pembelajaran menggunakan 'discussion tasks'?	a. Ya = 77% siswa b. Tidak = 0,2% siswa c. Cukup = 18% siswa d. Lainnya = 5% siswa
2.	Apakah anda jadi termotivasi belajar speaking dengan menggunakan 'discussion tasks'?	a. Ya = 67% siswa b. Tidak = 0,2% siswa c. Cukup = 19% siswa d. Lainnya = 9% siswa
3.	Apakah anda mengalami kesulitan belajar bahasa inggris sebelum menggunakan 'discussion tasks'?	a. Ya = 75% siswa b. Tidak = 24% siswa c. Cukup = - d. Lainnya = 0,2 % siswa
4.	Apakah kemampuan speaking anda mengalami peningkatan setelah melakukan proses pembelajaran dengan menggunakan 'discussion tasks'?	a. Ya = 81% siswa b. Tidak = - c. Cukup = 9% siswa d. Lainnya = 9% siswa
5.	Apakah anda merasa 'discussion tasks' itu sulit?	a. Ya = 35% siswa b. Tidak = 40 % siswa c. Cukup = 16 % siswa d. Lainnya = 9% siswa
6.	Apakah proses belajar dengan 'discussion tasks' sudah lebih baik daripada proses belajar sebelumnya?	a. Ya = 76% siswa b. Tidak = - c. Cukup = 14% siswa d. Lainnya = 10 % siswa

7.	Apakah dengan adanya 'discussion tasks' anda tidak mengalami kesulitan lagi di dalam kelas pembelajaran menggunakan bahasa inggris?	a. Ya = 65% siswa b. Tidak = 25% siswa c. Cukup = - d. Lainnya = 10% siswa
8.	Apakah menurut anda 'discussion tasks' itu menyenangkan ketika digunakan dalam pembelajaran speaking?	a. Ya = 57% siswa b. Tidak = - c. Cukup = 28% siswa d. Lainnya = 9% siswa
9.	Apakah dengan adanya 'discussion tasks' anda terbantu dalam mengungkapkan apa yang anda ingin bicarakan?	a. Ya = 67% siswa b. Tidak = 9% siswa c. Cukup = - d. Lainnya = 24% siswa
10.	Apakah dengan menggunakan classroom English yang sudah anda praktekan, anda mengalami peningkatan dalam skill Bahasa Inggris anda?	a. Ya = 75% siswa b. Tidak = 10% siswa c. Cukup = 7 % siswa d. Lainnya = 8 % siswa

APPENDIX F

DOCUMENTATIONS





